

LA GRANGE  
COLLEGE

LaGrange, Georgia

Bulletin 1986-87

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# Communications Directory

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For prompt attention, please address inquiries as indicated below:

General Information . . . . .	Office of the President
Admissions . . . . .	Director of Admissions
Alumni Interests and Gifts . . . . .	Director, Alumni Activities
Bequests and Gifts . . . . .	Chancellor
Business Matters and Expenses . . . . .	Business Manager
Educational Program . . . . .	Dean of the College
Public Relations and News . . . . .	Director of Institutional Relations
Financial Assistance . . . . .	Director of Financial Aid
Student Affairs and Counseling . . . . .	Dean of Students
Summer School . . . . .	Director of Admissions
Transcripts and Academic Reports . . . . .	Registrar
Placement . . . . .	Director of Placement

Visitors are welcome at LaGrange College throughout the year. The administrative offices in the Quillian Building are open Monday through Friday from 9:00 a.m. to 5:00 p.m. Saturday visits may be arranged by appointment. Visitors desiring interviews with members of the staff are urged to make appointments in advance.

The College telephone number is (404) 882-2911.  
(in Georgia: 1-800-252-4455)

Mailing address:  
LaGrange College  
601 Broad St.  
LaGrange, Georgia 30240-2999

LaGrange College admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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**LaGrange, Georgia**

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## CHANGE OF REGULATIONS

The College reserves the right to make modifications in the degree requirements, courses, schedules, calendar, regulations, fees and to make other changes deemed necessary or conducive to the efficient operation of the College. Such changes become effective as announced by the proper college authorities.

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# Calendar 1986-87

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## Fall Term

### 1986

Sept. 4	Registration for night classes.
Sept. 6	Dorms open for new students.
Sept. 7	New students meet.
Sept. 8	Dorms open for returning students. Evening classes begin.
Sept. 9	Registration for day students.
Sept. 10	Day classes begin.
Sept. 15	End drop-add period for day and evening classes. No refund for individual classes dropped after this date. / grades must be changed to permanent grades. Last day for late registration.
Oct. 1	Last day to drop a class with an automatic W.
Oct. 25	Homecoming.
Nov. 11	Last day to drop a class, day and evening.
Nov. 18	Last day of class.
Nov. 19, 20, 21	Exams. End of term.
Nov. 22	Thanksgiving/Christmas break begins.

## Winter Term

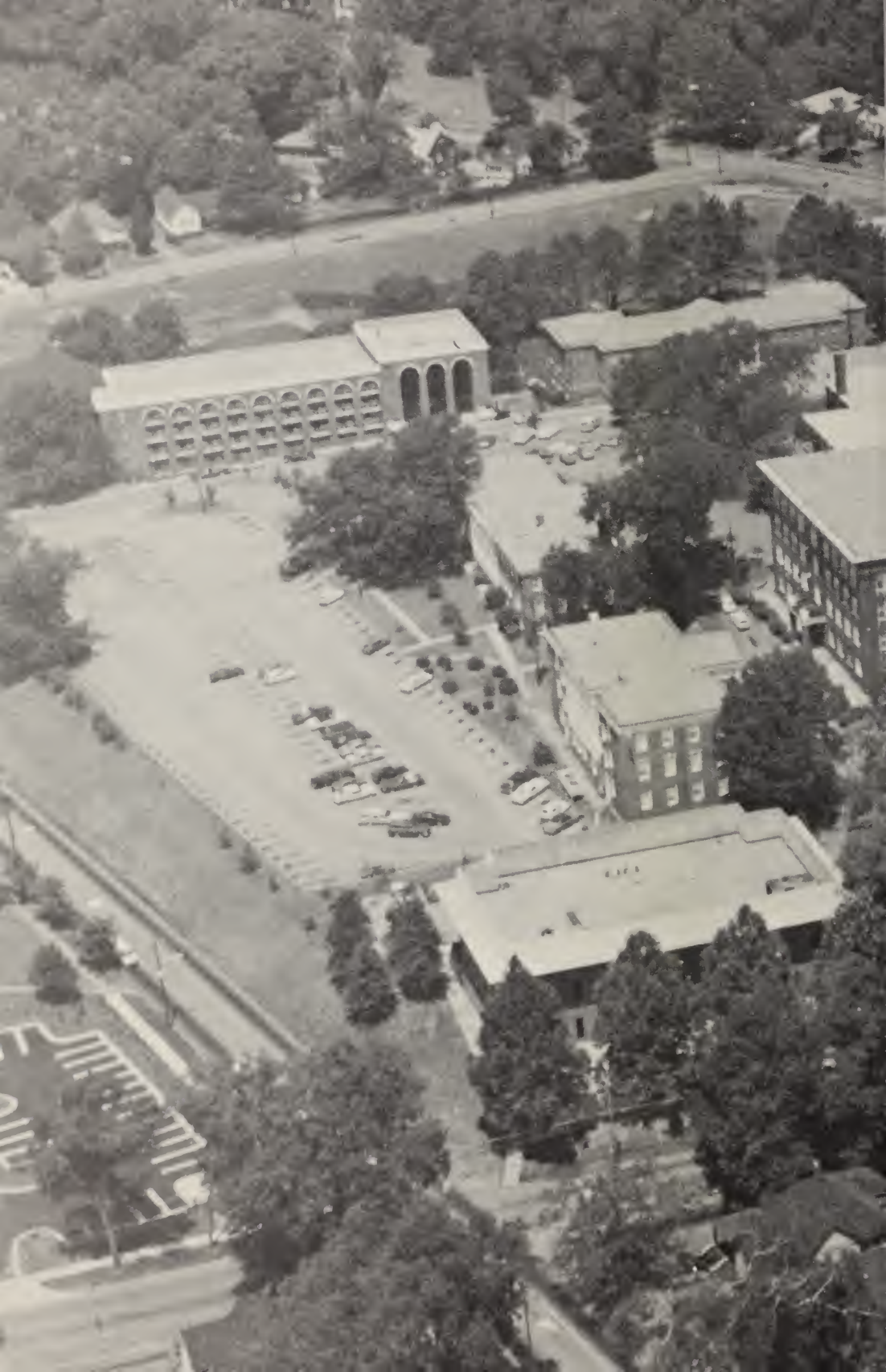
### 1987

Jan. 4	Dorms open.
Jan. 5	Registration for day and evening classes.
Jan. 6	Day and evening classes begin.
Jan. 9	End drop-add period for day classes and evening classes. Last day for late registration for classes. No refund for individual classes dropped after this date. / grades must be changed to permanent grades.
Jan. 27	Last day to drop a class with an automatic W.
March 5	Last day to drop a class.
March 11	Last day of class, day and evening.
March 12, 13, 14	Exams. End of term.

## Spring Term

1987

March 22	Dorms open.
March 23	Registration for day and evening classes.
March 24	Classes begin.
March 27	Last day for late registration. End drop-add period. No refunds for individual classes dropped after this date. / grades must be changed to permanent grades.
April 14	Last day to drop a class with an automatic W.
April 17	Good Friday — no classes.
May 21	Last day to drop a class.
May 28	Last day of class.
May 29, 30, June 1, 2	Exams. End of term.
June 6	Graduation.



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# About LaGrange College

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## Purpose and Objectives

The fundamental purpose of LaGrange College, a church-related institution fostering Christian values, is to provide an education grounded in the liberal arts which will open students' minds to the adventure of higher learning and will enable them to discover what is excellent in life. Its aim is to produce graduates prepared to accept responsibilities of leadership in contemporary society, who approach the opportunities as well as the problems of modern life with depths of knowledge, understanding, and feeling, and with sound perspectives of time, place, and circumstance.

To fulfill this purpose the College offers to its students opportunities to gain knowledge and experience in the arts and sciences that will stimulate interest, create enlightenment, and promote further inquiry; to develop vocational goals; and to begin related preparation.

To achieve its objectives the College strives

- to attract students who, through scholastic achievement and personal motivation, have indicated their ability and desire to undertake a college program, and who recognize and accept the purpose and objectives of the College;

- to maintain a professionally competent faculty whose members provide leadership in teaching-learning experiences, and who serve as scholarly models for student development through intellectual and cultural attainments and pursuits, through high standards of character, and through constructive involvement in campus and community life;

- to provide flexible programs which will inspire students to attain maximum intellectual development, and which will broaden outlooks on life;

- to help each student to know himself, and to develop as a physically healthy and emotionally, socially, and spiritually mature person;

- to emphasize undergraduate liberal education foremost, but also to offer within the liberal arts context certain compatible professional and pre-professional curricula, and to offer graduate studies at the master's level to meet special needs within the limits of the resources of the College;

- to lead in the academic inquiry into various facets of contemporary society and to exert a constructive influence in the community through intellectual, cultural, and social leadership by offering educational opportunities to area citizens, and by encouraging faculty, staff, and student participation in community affairs;

- to promote growth in resources at a rate which will preserve the economic well-being of the College, support existing educational programs, facili-



tate changes in programs to meet changing needs, and sustain improvement in quality.

LaGrange College seeks to attain these objectives for all who aspire to a college education and admits students of any race, color, creed, sex, or national and ethnic origin, and grants to each student all the rights, privileges, programs, and activities generally accorded or made available by the College. It does not discriminate with respect to such matters in the administration of its educational policies, admissions procedures, scholarship and loan programs, or athletic and other school-administered activities.

Adopted by Faculty, Administration, and Board of Trustees, 1981.

## **History and Description**

The history of LaGrange College is closely associated with the history of the City of LaGrange and Troup County. When the vast tract of land lying between the Flint and Chattahoochee Rivers was secured by the Indian Springs Treaty of 1825 and was opened for settlement in 1827, one of the five counties formed on the western border of the state was named Troup in honor of Governor George Michael Troup.

An act was passed by the Georgia Legislature on December 24, 1827, providing for the selection of a county seat. It was named LaGrange after the country estate of the Marquis de Lafayette, American Revolutionary War hero who had visited the region in 1825 as the guest of Governor Troup. The site for the town of LaGrange was purchased in 1828 and the town was incorporated on December 18, 1828. On December 26, 1831, the charter for the LaGrange Female Academy was granted at the state capitol, then in Milledgeville.

In 1831 Andrew Jackson was president of the United States. Abraham Lincoln was 22 years old. The Creek Indians had been moved out of this area of the state only six years earlier. The only other college in the state was Franklin College, now the University of Georgia.

In 1847 the charter for the school was amended and the school became The LaGrange Female Institute, with power to confer degrees. The name was changed to LaGrange Female College in 1851 and in 1934 it was changed to LaGrange College. The college became officially co-educational in 1953.

The first location of the school was in a large white building at what is now 406 Broad Street. The school moved to its present location "On The Hill," the highest geographical point in LaGrange, after the construction of the building now known as Smith Hall in 1842.

The college was sold to the Georgia Conference of the Methodist Episcopal Church South in 1856. Today it is an institution of the North Georgia Conference of The United Methodist Church.

Strong in the liberal arts, LaGrange College has an outstanding reputation in eight pre-professional programs, including pre-medical and allied fields, pre-law, pre-theology, and engineering.

LaGrange College offers the Bachelor of Arts degree with twenty-one majors, the Bachelor of Business Administration with three concentration areas, and the Bachelor of Science degree in Computer Science. The Master of Business Administration degree and the Master of Education degree in Early Childhood and Middle Childhood are offered. Associate of Arts degree is offered in five areas.

LaGrange College operates on the quarter system. In addition to the day schedule of classes in the fall, winter and spring quarters, there is an evening session. There are also both day and evening sessions in the summer.

The college draws more than half of its student body from Georgia. With students from more than one-third of the states and from several foreign countries, the college has a cosmopolitan and international representation which includes various religious and ethnic backgrounds.

While proud of its heritage, the college continues to add to and improve its curriculum and facilities to meet the needs of its students today. LaGrange College originated the plan for students to complete fall quarter before Thanksgiving and have a 40-day holiday break. Georgia's leader in granting academic credit through the College Level Examination Program, the college also offers travel seminars, field study programs and internships. The drama department has a resident summer stock theatre company at Callaway Gardens, nearby resort in Pine Mountain. Students in the college's nursing division receive supervised training in many area medical facilities. Campus art exhibitions, lectures, concerts, varsity and intramural sports add to the cultural enrichment and recreational opportunities offered by the college.

The college is located in the town of LaGrange, Georgia, which has a population of 25,000. Nearby are Callaway Gardens, the Warm Springs Foundation and Franklin D. Roosevelt's Little White House. The West Point Dam on the Chattahoochee River provides one of the largest lakes in the region, with waterfronts and marina within the city limits of LaGrange.

## **Accreditation**

As a coeducational, four-year liberal arts college, LaGrange College is fully accredited by the Commission on Colleges Southern Association of Colleges and Schools, approved by the Methodist University Senate, and has membership in the National Association of Independent Colleges and universities, the National Association of Methodist Colleges, the Georgia Association of Colleges, The American Alumni Council, the Georgia Foundation for Independent Colleges, and the Association of Private Colleges and Universities in Georgia. The Georgia State Board of Education, which confers professional certificates upon college graduates meeting requirements in early childhood, middle

school, or secondary education, has awarded highest approval to LaGrange College's program of teacher education.

The National League for Nursing, the officially recognized agency for associate degree nursing programs by the Council on Postsecondary Accreditation, has awarded (highest) accreditation to LaGrange College's nursing program.

## **Sessions of the College**

The College operates on the quarter system. Each quarter is about ten weeks long. There are four quarters: fall, winter, spring and summer. In the summer quarter, day classes are divided into two five-week terms. A student may elect to attend either or both of the summer sessions. Evening classes in the summer quarter run continuously through the summer quarter.

Both day and evening classes are available during each of these four quarters. The day and evening classes are sessions of the same academic program; however, with the exception of a limited number of majors it is necessary to attend day classes at some time in order to complete degree requirements.

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# The LaGrange College Campus

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## **Library**

The William and Evelyn Banks Library, a modern air-conditioned academic learning center, provides up-to-date resources to support and enrich the curriculum and to meet informational needs. The Library provides more than 90,000 volumes of books and bound periodicals, microfilm, microcards, filmstrips, audio-cassettes and records. Additionally, the Library subscribes to six newspapers.

The Library is open seven days a week for a total of 77 hours per week, and is staffed by three professional librarians, three para-professional assistants, and many student assistants. Group study areas and a seminar room for meetings are available for student and faculty use. The Library is a member of the Southeastern Library Network (SOLINET).

The book collection is strengthened by substantial contributions. The Bascom Anthony Book Collection has been endowed by Dr. Mack Anthony in memory of his father. The Hubert T. Quillian Book Collection is supported through substantial gifts by the Rotary Club of LaGrange. The Lucy Lanier Nixon Fund has been endowed by the Wehadkee Foundation, Inc. in memory of Mrs. Lucy Lanier Nixon.

The learning process is enhanced at LaGrange College by the Library's special services to students and faculty. Reading, reference, and inter-library loans assistance, by professionally trained librarians, is readily available. The microforms collection includes the complete New York Times from 1851 and many other periodicals.

The Irene W. Melson Room, formerly the Special Collections Room, houses many first editions, as well as the Lafayette Collections. Also included are the Florence Grogan papers and first editions of outstanding publications of LaGrange College alumni and students.

The Library was completed in 1963. It was named in memory of a former chairman of the LaGrange College Board of Trustees and his wife.

## **Cason J. Callaway Science Building**

Built in 1972. Three-story brick building with latest equipment for instruction in general science, biology, chemistry and math. Named in memory of a former member of the LC Board of Trustees.



### **Fuller E. Callaway Student Center**

Completed in 1981. Three-story brick building which houses student activities, bookstore, and campus post office. Named in memory of Fuller E. Callaway, local philanthropist.

### **Warren A. Candler Cottage**

Completed in 1929 as a home for college president. Now houses offices of admissions department, financial aid, and chancellor. Named in honor of a former Bishop of the Methodist Church, now deceased.

### **Lamar Dodd Art Center**

Completed in 1982. This building provides a physical environment and the equipment needed for the finest in art instruction, as well as gallery space for the college's outstanding art collection. Named in honor of Lamar Dodd, Georgia artist who was reared in LaGrange and whose paintings have won international recognition.

### **Louise Anderson Manget Building**

Built in 1959. Contains faculty offices and classrooms. Named in memory of an 1894 graduate of the college who served more than forty years as a medical missionary to Hoochow, China, with her husband, Dr. Fred P. Manget.

### **Pitts Hall**

Completed in 1941. Contains faculty offices and classrooms. Named in honor of Mr. and Mrs. W. I. H. Pitts (now deceased) of Waverly Hall, whose philanthropy in the establishment of the Pitts Foundation has meant so much to the college. Pitts Hall houses the electronic equipment for use in modern foreign language instruction.

### **Price Theater**

Completed in 1975. Dramatic arts building with a 280-seat auditorium that has the latest acoustical concepts. Building houses classrooms, offices, scenery workshop, dressing rooms, costume room and actors lounge. Named in memory of Lewis Price, a long-time member of the college's Board of Trustees.

### **Quillian Building**

Built in 1949. Now houses administrative offices — president, academic dean, registrar, business manager. Named in memory of a former president, Hubert T. Quillian, who served from 1938-1948.

### **Smith Hall**

Oldest building on the LC campus. Main portion of building constructed in 1842 of handmade brick formed from native clay. Addition was built in 1887. In



*Gone With The Wind*, Margaret Mitchell's great novel, Scarlett O'Hara's "Aunt Pittypat" had attended LaGrange College. She would have lived in Smith Hall, then called "College Home." The building is now used for offices of Alumni activities, institutional relations, day clinic, campus security, and maintenance. Building named in memory of Mrs. Oreon Smith, wife of former president, Rufus W. Smith, who served from 1885-1915.

### **Sunny Gables**

Located at 910 Broad Street, it houses the LaGrange College Nursing Division. The handsome English Tudor building, a former residence, and six acres of land were purchased by the College in 1973.

### **The Chapel**

Built in 1965. The materials used link it with Christian worship in LaGrange and other parts of the world and include two stained glass windows made in Belgium more than 100 years ago; a stone from the temple of Apollo at Corinth, Greece; a stone from the Benedictine Monastery, Iona, Scotland; a stone from St. George's Chapel, Windsor, England. Regular worship services are held when school is in session.

### **J. K. Boatwright Sr. Hall**

Completed in 1962. Three-story brick building. Men's dormitory. Named in memory of long-time member of the college's Board of Trustees and chairman of the board's executive committee from 1956-1962.

### **Hawkes Building**

Completed in 1911. Four-story brick building that houses women students. Named in memory of Mrs. Harriet Hawkes, mother of college benefactor, the late A. K. Hawkes.

### **Wights G. Henry Jr. Residence Hall**

Completed in 1970. Five-story brick building. Student dormitory. Named in honor of Dr. Wights G. Henry Jr., who served as president of the college from 1948-1978. Dr. Henry is now college chancellor.

### **William H. Turner Jr. Hall**

Built in 1958. Three-story brick building. Girls dormitory. Named in memory of William H. Turner Jr., a textile executive of LaGrange who was a benefactor of the college, long-time member of the college's Board of Trustees and chairman of the board's executive committee from 1929-1950.



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# Admissions

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It is the aim of LaGrange College to admit those students who demonstrate that they can benefit from a liberal arts education. In the selection of students, careful attention is given to the academic ability of each candidate.

## PROCEDURE FOR APPLYING FOR ADMISSION

An application for admission should be submitted when the student decides he would like to attend LaGrange College. The application should be completed at least one month prior to the beginning of the quarter in which the entrance is desired. Applicants may enroll any quarter.

### Admissions Documents Required

#### Freshmen

1. Application form
2. Application fee
3. High school transcript
4. SAT or ACT scores

#### Transfers

1. Application form
2. Application fee
3. Transcripts of all previous college work (transfers with fewer than 45 quarter hours earned must also submit high school transcripts)

An applicant will be notified as soon as the Admissions Committee has reached a decision. A student's acceptance is tentative, pending satisfactory completion of work in progress. LaGrange College must receive notification of successful completion of such work before acceptance is final.

For dormitory students, a Health Form and a \$50.00 Key-Damage fee are required. The Room Key-Damage fee is refundable if the student withdraws or when the student graduates, provided there are not charges against the student at that time.

Students interested in LaGrange College are invited to visit the campus and may schedule an appointment by contacting the Admissions Office. The telephone number is 404-882-2911; in Georgia, 1-800-252-4455.

## ACADEMIC ADMISSION REQUIREMENTS

**Admission to the Freshman Class:** Prior to enrolling, an applicant is expected to complete requirements for graduation from an approved high school.

A total of 15 units is required with a minimum of 11 units within the following areas:

English	4
Social Studies	3
Mathematics	2
Science	2

LaGrange College students come from a diversity of public and private secondary school backgrounds. Preference is given to applicants who have had strong academic preparation in high school. A typical matriculant will have completed:

English	4
Social Studies	3
College Preparatory Mathematics (Algebra, Geometry, Trigonometry, etc.)	3
Science	3
Foreign Language	2

Desirable electives include additional units of Language, Mathematics, or Science. A basic understanding of Computer Science is also encouraged.

Scores from either the SAT (administered by the College Entrance Examination Board) or ACT (administered by the American College Testing Program) are required of all freshman applicants. Test results should normally be sent to LaGrange College in November, December, or January of the last year in high school.

Mature students with an irregular educational background may qualify for admission by achieving satisfactory scores on the tests of General Educational Development, High School Level.

LaGrange College predicts a student's grade point average using a formula which takes into account verbal and math scores on the SAT and the student's high school grade point average. Students are admitted as "clear accept" if they are predicted to be successful in the academic programs of LaGrange College.

**Clear Accept:** The majority of LaGrange College students are accepted under the clear accept category.

**Early Admission:** Early admission is possible for students who will have completed the junior year of high school. To qualify, a student must have a B+ or better high school average in his academic courses, have ten of the eleven



prescribed units, and have a total of fifteen units. Also to qualify, a student must have a minimum score on the College Board SAT of 1050 combined or a composite score of 25 on the ACT. A minimum of 500 on the Verbal SAT or a minimum of 24 in the English subject area of the ACT is desirable. An interview is required of all early admissions students.

**Joint Enrollment:** Recognizing that there is an increasing number of high school students beginning their twelfth grade who need only one or two academic units to graduate and who very often lack sufficient challenge, LaGrange College has adopted a policy for Joint Enrollment at both the College and the student's high school. To be eligible, a student must meet the clear-accept standard of the Admission policy and be recommended in writing by the proper authority at the student's high school.

**On-Trial Program:** This program is for applicants who are unable to qualify for clear-accept admission to LaGrange College, but who appear to have the potential to succeed. All courses taken are for full credit. Students in this program must earn a grade point average of 1.0 during the first quarter or in the first 15 hours of college work. Further information is available from the Director of Admissions.

**Transfer Students:** A student who has been in attendance at another institution may apply for transfer to LaGrange College if he is eligible to return to that institution at the time of entry to LaGrange College. Normally, transfer students who have the A.A. Degree or an equivalent degree from an accredited junior college will be exempt from LaGrange College General Requirements if the A.A. Degree included courses in Math and English. A student may be accepted on probation under the standard probation regulations. All records, including transcripts of all college work attempted, must be complete before the student is admitted to LaGrange College. Applicants may enroll at the beginning of any quarter. Acceptable credit from a junior college is limited to 95 quarter hours.

**Transient Students:** Students currently enrolled in good standing at another college, may enroll at LaGrange College as transient students. Approval of course work must be authorized by the primary institution on the Application for Transient Status which is available from the Admissions Office.

**Special Students:** Students not working toward a degree may register as special students in any course for which they have the necessary prerequisites. An application for Special Student Status may be obtained through the Admissions Office. Students classed as Special Students may become Regular Students by meeting requirements for regular admission.



**Readmission Students:** Following an absence from LaGrange College of one or more quarters, other than the Summer Quarter, any student who decides to return must submit an Application for Readmission. This form is available from the Admissions Office.

**Foreign Students:** In the past few years the College has hosted students from Norway, New Zealand, Japan, Korea, Kuwait, Venezuela, Ghana, Thailand, Canada, and Brazil. While the foreign students' number is never very large, the College has developed special programs for many of these students.

Admission as a foreign student requires a TOEFL examination with a minimum score of 500 for students for whom English is not their first language. Also required are translated and certified documents attesting to academic performances in secondary school and university, if applicable. The Director of Admissions should be contacted for the current interpretation of the regulations concerning obtaining a Student Visa. If the prospective student is in the United States, an interview at the College is desirable and may often be substituted for a TOEFL score.

## ADMISSION TO GRADUATE EDUCATION PROGRAM

### Regular Admission

Prospective candidates for this program will be thoroughly evaluated and screened by an admission committee chosen by the Executive Committee of the Graduate Council. The admission committee consists of three professors with terminal degrees and the Director of Admissions and the Academic Dean as ex officio members.

The student applying for regular admission to the graduate program at LaGrange College should follow the procedure listed below:

1. Make formal application to the Director of Admissions.
2. Submit evidence of a baccalaureate degree from an accredited, four-year institution or evidence of having completed all the requirements for the degree.
3. Submit an official statement of scores on either the GRE (aptitude section) or the NTE (NTE Core Battery Tests) or the MAT not more than five years old.
4. Present evidence of having earned an overall GPA of 2.50 (on a 4.00 scale) with at least a 3.00 GPA for the last two years of college work.
5. Submit one official transcript from all institutions where undergraduate or graduate work has been done.

All documents, along with a non-refundable fee of \$10.00 must be received by the College before final acceptance.

## **Conditional Admission**

Conditional admission may be granted at the discretion of the Graduate Admission Committee to students who do not meet all of the above requirements.

## **Transfer Credit**

LaGrange College will accept a maximum of 10 quarter hours of transfer credit from accredited graduate schools. All graduate credit must have been of grade B or better and must have been earned within five years prior to admission to the graduate program at LaGrange College.

## **ADMISSION TO MASTERS OF BUSINESS ADMINISTRATION PROGRAM**

For unconditional acceptance, a student must submit the following:

1. Evidence of graduation from an accredited college or university with a bachelor's degree with a quality point average of at least 2.5 (on a 4.0 scale). A transcript must be obtained from each institution attended.
2. Score on the Graduate Management Admissions Test. A score of 450 is required for unconditional acceptance.
3. A list of three references.
4. A completed formal application.
5. A written essay describing the applicant's work experience and future career objectives.
6. Evidence of a minimum of two years of work experience.
7. Foreign students must submit a minimum score on the TOEFL exam of at least 550.
8. In addition, all applicants must participate in two interviews: a preliminary interview with members of the Admissions staff and a final interview with members of the Department of Business Administration and Economics.

## **Transfer Credit**

Not more than 20 quarter hours of acceptable work (equivalent course work with a grade of B or better) taken within the previous five years will be accepted.

## ADMISSION TO NURSING PROGRAM

The nursing program functions within the general policies of the College. However, in addition to meeting the requirements of admission to the College, the applicant must:

1. Submit scores from either the SAT or ACT to the LaGrange College Nursing Division. The SAT score, normally required for the Nursing Division, is Verbal 400 and Mathematics 350.
2. Submit two letters of reference (one from an educator or employer, and one from a personal acquaintance), to the LaGrange College Nursing Division.
3. Submit completed health form (obtained from the Admissions Office).
4. A personal interview with a member of the nursing faculty may be required.
5. Submit a recent photograph of yourself to the Nursing Division at the time of your interview.

Applications received after the end of Spring Quarter will be considered on a space-available basis.

Transfer students *may* receive credit for general college courses completed with a C or better at an accredited college or university. A student transferring from another nursing program, *may* be required to audit nursing courses specified by the nursing faculty.

Advanced placement by testing is available for Licensed Practical Nurses. Further information regarding advanced placement may be obtained from the Nursing Office.









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# Financial Information

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## Payment of Charges

All charges for the quarter are due and payable at registration, and each student is expected to pay at that time.

LaGrange College has no plan for making monthly or deferred payments. Realizing that some families prefer to pay charges on a monthly basis, the College has made arrangements with Academic Management Services to offer interested parents this type service. The plan is an agreement between the parent and the company; there is no involvement by LaGrange College in the agreement. For additional information, contact the Director of Financial Aid.

## Expenses

- |   |          |
|---|----------|
| 1. Admission  |          |
| Application for Admission (not refundable)  | \$ 10.00 |
| 2. Tuition  |          |
| A. (1) (undergraduate) — per quarter hour   | 72.00    |
| (2) Normal Load (15 Hrs.)   | 1080.00  |
| B. Private Lesson Fees (in addition to tuition charge)  |          |
| Piano — (1 hr. credit) per quarter  | 75.00    |
| Voice — (1 hr. credit) per quarter  | 75.00    |
| Organ — (1 hr. credit) per quarter  | 75.00    |
| Chorus — (1 hr. credit) per quarter   | N/C*     |
| *No tuition charge unless needed for full-time status   |          |
| C. General Fees — Required of Every Student Enrolled  |          |
| (1) 6-11 hours  | 12.00    |
| (2) 12 hours and over   | 25.00    |
| D. Course Fees — Select Courses   |          |
| Art   | 25.00    |
| Science Lab   | 25.00    |
| Computer Science  | 25.00    |
| Nursing Lab, per lab credit hour  | 15.00    |
| E. Summer Quarter   |          |
| Summer Quarter charges are listed in the Summer Quarter brochure. Students may write for information regarding offerings and charges. |          |

F. (graduate) per quarter hour	92.00
G. Audit (per course per quarter)	100.00
All requests for audit courses must be approved by the instructor and Academic Dean. No new freshman student may audit any course during the first quarter of residence at LaGrange College.	
3. Room (per quarter)	
Henry Hall (Air-conditioned) (Women-Men)	280.00
Turner Hall (Women)	260.00
Hawkes Hall (Women)	260.00
Boatwright Hall (Men)	260.00
4. Private rooms are available at additional charge:	
Henry Hall (Women-Men)	150.00
Turner Hall (Women)	120.00
Hawkes Hall (Women)	120.00
Boatwright Hall (Men)	120.00
After the beginning of the quarter any student occupying a double room alone will be charged single rates. If two or more students are occupying double rooms on a single room basis and do not wish to pay single rates, it is the responsibility of the individual students to find a suitable roommate. Willingness to accept a roommate will not constitute grounds for waiving this single room charge.	
5. Board (per quarter)	466.00
<i>(Note: All students living in dormitories are required to pay board.)</i>	
6. Fees — Miscellaneous	
Graduation (Regardless of participation)	25.00
Undergraduate	30.00
Graduate	20.00
Late Registration	8.00
Personal checks failing to clear bank	2.00
Transcript of credits (first two free)	5.00
Student Identification Card Replacement Fee	150.00
Documents Fee (Foreign Students)	5.00
Parking Permit	

## Summary of Standard Charge

<b>Non-Dormitory Students:</b>	<b>Per Quarter</b>	<b>Per Year</b>
Tuition	\$1080.00	\$3240.00
General Fees	25.00	75.00
	<u>1105.00</u>	<u>3315.00</u>
<b>Dormitory Students:</b>		
<i>Turner Hall, Hawkes and Boatwright Hall</i>		
Tuition	1080.00	3240.00
General Fees	25.00	75.00
Room and Board	<u>726.00</u>	<u>2178.00</u>
	1831.00	5493.00
<i>Henry Hall</i>		
Tuition	1080.00	3240.00
General Fees	25.00	75.00
Room and Board	<u>746.00</u>	<u>2238.00</u>
	1851.00	5553.00

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All LaGrange College undergraduate degree-seeking students taking 12 hours or more who have been residents of the state of Georgia for twelve consecutive months are eligible to receive a tuition equalization grant regardless of need. The amount of this grant for 1985-86 is \$775. State of Georgia Tuition Grants *MUST* be applied for at registration in order to be processed within the time limit set by the State. Failure to apply on time means the student will not receive the State Tuition Grant and will personally have to pay the amount of the grant.

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Depending on individual requirements, a student may expect to spend \$600.00 to \$900.00 per year on books and personal expenses.

The above charges are applicable to an academic year which is three quarters.

Summer Quarter costs and curriculum are available in a separate bulletin.

Nursing students should consult with the Nursing Division concerning required nursing supplies and their projected costs.

## Refund Policy

No refund of charges of any nature will be made to any student who is suspended or dismissed for disciplinary reasons.

No refunds will be made for courses dropped after dates established by the school calendar.

In the event of complete withdrawal from college after registration, refund of tuition will be made from date of registration to date of official withdrawal on the following basis:

Withdrawal	Regular School Year	Summer
	% Refund	% Refund
First seven days	90	80
Within 14 days	80	40
Within 21 days	60	0
Within 28 days	40	—
After 28 days	No refund	

No refund for room or board will be made to any student who withdraws from the dormitory after registration. For a student withdrawing from college, a charge of \$11.00 per day from date of registration to date of official withdrawal will be made in board.

There is no refund of room deposit if student does not enroll.

The College will not be responsible for loss of or damage to students' personal property.



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# Financial Aid

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## Philosophy

LaGrange College believes that the student and family should contribute to the educational expenses of attending college to the extent of their ability to do so. When family resources do not meet the total costs of attending this institution, a financial need is established. We at LaGrange College will do all we can to assist you in meeting that need.

## General Information

Financial need is computed by using a standard need analysis system with confidential information submitted by parents or self-supporting students. The Financial Aid Form (FAF) administered by the College Scholarship Service is the need analysis accepted by LaGrange College.

Applicants for financial assistance need not be accepted for admission to apply. However, the student must be accepted for enrollment before an **official** aid award can be made. **Financial aid awards are made for each academic year. Therefore, students must apply for aid each year.**

## Procedure for Applying for Financial Aid

1. Apply for admission to the college through the Admissions Office.
2. Submit the Financial Aid Form (FAF) to the College Scholarship Service for processing as soon as possible after January 1. This form may be obtained from high school counselors or the Financial Aid Office at the college.
3. Submit the LaGrange College Financial Aid Application to the Financial Aid Office. This form is automatically sent to all students who have been accepted for enrollment by the Admissions Office.
4. All Georgia residents should complete and submit to the Financial Aid Office the Georgia Student Grant Application which allows students to apply for the Georgia Tuition Equalization Grant (for those attending private colleges) and the Georgia Incentive Grant (which is based on need). This form may also be obtained from high school counselors and the Financial Aid Office at LaGrange College.
5. Transfer students from other colleges must submit a Financial Aid Transcript from colleges attended previously whether or not financial assistance was received. These forms may be obtained from the Financial Aid Office at LaGrange College and must be returned prior to receiving an aid award.

Financial aid is awarded on an academic year basis. If funding permits, those students receiving assistance during the academic year will be given first consideration for summer awards.

## Standards of Satisfactory Academic Progress

The Higher Education Act of 1965, as amended by Congress in 1980, requires that a student be maintaining Satisfactory Progress in the course of study the student is pursuing in order to receive any Title IV student financial aid. Satisfactory progress would be implemented throughout the entire course of study prior to and including periods when a student receives Title IV financial aid.

The minimum satisfactory progress requirements for all students, whether or not they are receiving Title IV aid, are those academic requirements imposed by LaGrange College on all registered students. Those requirements are stated in the **LaGrange College Bulletin** section titled “Academic Probation Regulations.” Academic probation or suspension constitutes financial aid probation or suspension as well. A student who has been suspended and is later readmitted to LaGrange College may have financial aid reinstated pending approval by the Financial Aid Appeals Committee and the availability of funds.

Beyond those minimum satisfactory progress requirements for all students, there are some additional progress requirements for Title IV aid recipients:

- Title IV Aid — Pell Grant
- National Direct Student Loan
- Supplemental Educational Opportunity Grant
- College Work Study Program
- Guaranteed Student Loan
- PLUS Loan

If a student accepts aid from any program listed above, the student must pass at least the following number of cumulative credit hours based on full time status (at least 12 quarter hours) during a sequence of three academic quarters (Fall, Winter, Spring, for example).

Sequence of Three Quarters	Total Quarter Hour Credits (Grades of “D” or Better) Needed for Financial Aid Eligibility
1	25
2	55
3	87
4	119
5	151
6	183

This means that students who audit or repeat courses, withdraw frequently or take courses not related to a degree objective would not be considered as making satisfactory progress toward graduation and thus would be subject to loss of eligibility for financial aid.

A student in a dual degree program will be allowed five (5) quarters in addition to the eighteen (18) quarters normally allowed for completion. Information on Satisfactory Academic Progress for a part-time student is available from the Financial Aid Office.

To maintain eligibility for Title IV Federal Aid a student must meet all three (3) criteria specified above (G.P.A., hours earned, and be within the specified time frame).

In the event a student does not complete the required academic credit hours within the specified time, the student cannot receive further financial assistance from the federal programs until the required hours have been completed at the student's own expense.

## **Conditions of Reinstatement**

To be reinstated, a student must at his/her own expense earn the specified number of hours to meet the minimum requirement or G.P.A. as specified above. At such time as the student has met the requirements he/she must contact the Financial Aid Office and request aid for subsequent quarters.

## **Appeal Procedure**

A student may appeal the denial of financial assistance (with the exception of the eighteen quarter time limit) if mitigating circumstances have occurred. This appeal should be submitted in writing to the Dean of the College who will submit the request before a Financial Aid Committee. (This letter of appeal should include (a) reason for failure to achieve the minimum academic requirements, and (b) reasons why aid should not be terminated.) The Committee for purpose of hearing the appeal shall convene within two weeks of the date of receiving the appeal and shall inform the student of a decision within one week of the hearing.

## **Resources of Financial Aid**

### **SCHOLARSHIPS**

All correspondence about scholarships should be with the Director of Financial Aid and never with the donors.

The following is a list of endowed scholarships and annual cash grants or awards: Jeanne Sells Adams Scholarship, Sara Quillian Baldwin Scholarship

Fund, William Henry Belk Scholarship, Ingrid Bergman Award, Buchheidt Scholarship Fund, Flora Glenn Candler Scholarship, Almonese Brown Clifton Scholarship, Cokes Chapel Men's Club Scholarship Fund, Adelia Myers Corbin Scholarship, Kate Howard Cross Scholarship Fund, Emily Fisher Crum Scholarships, Estelle Jones Culpepper Scholarship, Wilson J. & Estelle Jones Culpepper Scholarship, C. W. Curry Scholarship Fund, The Dempsey Scholarship Fund, Laura Fackler Scholarship, John D. Faver Scholarships, John and Mary Franklin Scholarship Program, Martha Dixon Glanton Memorial Scholarship Fund, Linda Green Scholarship Fund, Roger S. Guptill Award, Mary Quillian Harrell Scholarship, Mamie Lark Henry Drama Scholarship, Evelyn Powell Hoffman Drama Scholarship, Holmes Scholarship Fund, Forrest C. Johnson Jr. Memorial Scholarship Fund, LaGrange College Honor Scholarship, Mary Hunter Lindsey Award, Frankie Lyle Scholarship, Betty York Meyers Scholarship, Lavern Mobley Scholarship Fund, Louise W. McCook Memorial Scholarship Fund, Mrs. Thomas H. Northen Memorial Scholarship, Frances Waddell Pafford Scholarships, Virginia M. Parker Scholarship, Adella Hunter and Christian Nathaniel Pike Awards, Pitts Ministerial Scholarships, Randy Pollard Scholarships, Pearl White Potts Scholarship Fund, Religion Department Scholarship, John H. and F. M. Ridley Scholarship Fund, James Henry and Terrillis Priddy Smith Memorial Scholarships, Phillip Stewart Memorial Scholarship, Raymond Eugene Sullivan Scholarship, United Methodist Scholarships, Mattie Newton Traylor Award, Lettie Pate Whitehead Scholarship Fund, Thelma C. and Benjamin M. Woodruff Scholarship Fund, and Leadership Grants.

## GRANTS

Those funds awarded which are non-repayable include:

1. **Pell Grant** — A federal entitlement grant awarded to undergraduate students who are enrolled on at least a half-time basis and who have an established need.
2. **Supplemental Educational Opportunity Grant** — A campus administered federal grant designated for undergraduate students with exceptional financial need.
3. **Student Incentive Grant** — A grant awarded by the state of Georgia to full-time undergraduate students and based upon established need.
4. **Georgia Tuition Equalization Grant** — A non-need based grant awarded to **all** undergraduate full-time students who have been residents of the state of Georgia for twelve (12) consecutive months prior to enrollment.
5. **Grant-In-Aid** — Individual grants funded by LaGrange College to assist students with established need.



## **LOANS**

The following is a list of loan sources: Guaranteed Student Loan Program, National Direct Student Loan Program, Parent Loan for Undergraduate Students (PLUS) Program, State Direct Loans, United Methodist Student Loan Fund, Tuition Plan, Inc., Louise Pharr Baylen Loan, preference given to nursing students; Stella Bradfield Loan Fund, by relatives in her memory; Ruby H. Crowe Loan Fund, by friends, preference given to Senior women students; Nadine Crawford Spencer Loan Fund, by Dr. and Mrs. C. Mark Whitehead in memory of Mrs. Whitehead's mother, and Pickett and Hatcher Educational Fund.

The Pickett and Hatcher Educational Fund, Inc., is a nonprofit, noncommercial educational trust fund created to assist full-time undergraduate students in fields of study other than law, medicine, or the ministry. Low interest loans with deferred payments are made to qualified residents of Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, or Virginia. The deadline for submitting applications is July 1. For information and application forms write to: Pickett and Hatcher Educational Fund, Inc., Post Office Box 8169, Columbus, Georgia 31908.

In addition, a Supplemental Loan Program, developed by the Association of Private Colleges and Universities in Georgia, is available. LaGrange College participates in this program and has funds available for loans to qualified students in amounts not less than \$1,000. Interest rates and repayment terms for these loans in many cases are more favorable than terms which are available otherwise. The maximum family income for eligibility has been set approximately at \$75,000, making this program available to many families not now eligible for other programs. Students who are interested in applying for a student loan or who would like to have more information should contact the Financial Aid Office.

## **WORK OPPORTUNITIES**

Students may be assigned work through the College Work-Study Program and the College Student Aid Program as part of their financial assistance. Assignments are all on-campus with department and administrative offices.

Local businesses employ students in part-time jobs. Such employment is usually arranged by the student and not the College.



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# Student Development

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Student Development Services is concerned with providing those services which assist individuals in their personal growth. Its purpose is to provide assistance which facilitates the development of the total person. At LaGrange College, the emphasis is upon the intellectual, social and spiritual development of each student.

“Student Services,” the term most frequently used to describe Student Development Services, involves a wide variety of programs and activities. The broad range of available services is an outgrowth of complex student needs: orientation, activities, student government, organizations, health services, leadership development, personal and career counseling along with residence programs. Student Development staff are committed to creating the most positive climate possible within which personal growth and development occur.

## Objectives of Student Development Services

To develop and sustain through student involvement activities, organizations and services a campus life encouraging the cultural, intellectual, social and religious development of all students.

To assist students in discovering life goals and exploring career opportunities. To provide an opportunity for a student's educational experience to be as personally meaningful as possible.

To create an environment which stimulates qualities of self-discipline and personal responsibility.

To provide a suitable context in which the resident student can explore new ideas, skills and life styles, thus gaining the insight and experience necessary to make intelligent choices.

To provide opportunity for the student to develop the understanding and skills required for responsible participation in a democratic community through involvement in self-government.

## Residence Programs

### RESIDENT CLASSIFICATION

Freshmen, sophomores and juniors taking ten or more hours are required to live in college housing, so long as appropriate campus housing is available, unless a student is exempted by the Office of Student Development for one of the following reasons:

1. The student is 21 years of age or over at the time of registration;
2. The student is married and living with spouse within a radius of fifty miles;
3. The student is residing exclusively with parents or legal guardian within a radius of fifty miles; or
4. The student is a veteran with at least two years of active military service.

A senior is defined as a student who has successfully completed at least 135 quarter hours of academic work and who has completed the general requirements. All non-dormitory students must have a "Request for On-campus Residence Exemption Form" on file in the Student Development Office. The ruling of the Office of Student Development on all such exemptions shall be final.

Students, other than freshmen, are assigned rooms of their choice in areas designated for upperclassmen. Freshmen, in so far as facilities permit, are assigned with their requested roommate in college housing designated for first year students. The college reserves the right of final approval of all room and residence hall assignment. Also, the college reserves the right to move a student from one room or residence hall to another room or residence hall during the year.

## **ROOM DEPOSIT**

A room deposit of \$50 is required of all resident students. The deposit is not a prepayment to be applied to residence hall charges but will remain on deposit with the college to be refunded, provided the student's account with the college is cleared, upon one of the following: (1) change of status from resident student to commuter student, (2) formal withdrawal, or (3) graduation. All requests for refund of deposit must be made on the appropriate form within thirty days of leaving the residence hall, otherwise the room deposit will be forfeited. Complete residence information and regulations can be found in "Housing on the Hill," the residence hall guidebook available from the Student Development Office.

## **RESIDENCE GOVERNMENT/ACTIVITIES**

Each housing unit has a hall council which functions as a governing body and also as a coordinating committee to plan activities within the residence halls such as open houses, movie nights, decorating contests and other special events.



## Student Government Activities

The Student Government Association exists to serve as a medium for student expressions, to coordinate campus activities, to promote good citizenship and to govern within the parameters granted by the President of the College. The SGA is an important part of student life. Upon matriculation into the college, a student automatically becomes a member of the association. All students are encouraged to become active members, so that the association is a truly representative body of student thought and opinion, voicing the needs and concerns of the student body.

The SGA is charged with responsibility of planning and presenting student entertainment programs. They sponsor concerts, dances, movies, ski trips and many other special events. Student publications are supported by the SGA; these include the newspaper, yearbook and magazine.

All clubs and organizations are sanctioned by the SGA. These include:

Social Sororities	Alpha Omicron Pi Kappa Delta Phi Mu
Social Fraternities	Alpha Phi Alpha Delta Tau Delta Kappa Sigma Pi Kappa Phi
Service Clubs	Circle K Chi Epsilon Rotoract Hilltoppers
Religious Organizations	Baptist Student Union Chi Epsilon Rho Chi Alpha Wesley Fellowship
Honorary Organizations	Alpha Mu Gamma (language) Alpha Psi Omega (drama) Pi Gamma Mu (social science) Sigma (science-math) Omicron Delta Kappa (leadership) Phi Tau Chi (religion) Psychology Honor Society

Departmental/Special Group	Phi Beta Lambda (business) Athletic Association (men & women) Student Nurses Association Choralaires International Students Club LaGrange College Band Art Students League Student Education Association ABC Association of Black Collegians
Student Publications	<i>The Quadrangle</i> (yearbook) <i>The Hilltop Newspaper</i> (paper) <i>The Scroll</i> (magazine)

*Hilltopics*, the student handbook is published by the SGA and contains guidelines and regulations for successful campus life.

## Athletics

LaGrange College athletic teams are known as The Panthers. College colors are red and black. Teams compete with those of other similar size institutions in women's volleyball, softball and tennis and men's basketball, soccer, baseball and tennis.

The athletic program is affiliated with the National Association of Intercollegiate Athletics (NAIA) and is assigned to District 25. This affiliation permits LaGrange College athletes to receive state, regional and national recognition for their accomplishments.

## Intramurals

The aim of the intramural programs is to provide each student with the opportunity to participate in his/her favorite type of competition and to explore and enjoy sports that may be new to him/her. There is a wide range of intramural activities to choose from year round that includes volleyball, basketball, softball, tennis, badminton and many others. In addition the college maintains a well-equipped exercise room for the use of individuals and groups.

## Traditional Activities

Homecoming festivities	Fall weekend and featuring concert, parade and culminating with crowning of Homecoming Queen at annual dance.
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Ski Weekend	SGA-sponsored ski trip to Tennessee or North Carolina
Honors Day — May Day	Spring Fling packed with activities, step-sing and dance
Dorm Daze	Quarterly events planned exclusively for residence students
Greek Week	Week of activities centering around campus Greek life
Black History Week	Week of activities focusing on Black Heritage
Quadrangle Dance	Winter Formal scheduled around Valentine's Day

## Student Conduct

LaGrange College, as a church-related college, is committed to an honorable and seemly standard of conduct. As an educational institution the college is concerned not only with the formal in-class education of its students, but also with their welfare and their growth into mature men and women who conduct themselves responsibly as citizens.

Regulations of the college are formulated to meet changing student needs within the framework of college policy. These regulations become effective when the student enrolls. Some regulations may not be agreeable to everyone because they have been formulated to meet the needs of the entire group. This however, does not lessen the individual's obligation to uphold them. Regulations do not have as their primary purpose the punishment of the individual. The regulations are formulated to insure the right of all community members to have the best possible living and learning conditions.

The college reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continuation in the school is detrimental to himself or his fellow students.

Furthermore, students are subject to federal, state and local laws as well as college rules and regulations.

A student is not entitled to greater immunities before the law than those enjoyed by other citizens generally. Students are subject to such disciplinary action as the Administration of the College may consider appropriate, including possible suspension and expulsion for breach of federal, state or local laws, or college regulations. This principle extends to conduct off-campus which is likely to have adverse effect on the college or on the educational process or which stamps the offender as an unfit associate for the other students. A complete description of student conduct policies, rules and regulations can be found in *Hilltopics*, the student handbook.

## **Student Health Services**

Under the Student Health Program resident students are provided care by a registered nurse in the student day clinic. The nurse is on duty from 8:30 a.m. to 5:00 p.m. Monday through Friday and for emergency calls at other times. The nurse assists the students in securing a physician if needed. The services of the nurse and the use of the day clinic are available to dormitory students only. Charges for X-rays, prescriptions, hospital charges, and fees of physicians or surgeons to whom a student is referred are the responsibility of the student. Private nurses and personal physicians must be paid for by the student. All students must have proof of medical insurance. For those not having coverage through individual or group plans, LaGrange College makes available accident and sickness coverage through a private carrier at reasonable rates. Application forms are available at registration or through the Business Office.

## **Orientation**

A highlight for new students is a program of Orientation introducing them to campus life at LaGrange College. Activities and programs during Orientation give administration, faculty and returning students an opportunity to welcome all new students. Faculty, student development staff, administration and student leaders conduct programs to acquaint new students with the academic, co-curricular and social life of the college.

## **Career Resource Center**

The Career Resource Center is located in the Student Development Office complex. It contains up-to-date career-related materials, occupational information, and a microcomputer with programs to assist students discover their occupational interests. The Center also keeps up-to-date information regarding certification and license requirements and qualifying examinations.

## **Counseling and Testing**

An important part of the philosophy of LaGrange College is that each student should have advice and counseling throughout his/her academic career; therefore counseling is available to LaGrange College students in a variety of areas. The goal is to assist students in gaining an understanding of themselves so they are better able to make informed personal, academic and vocational choices. In addition to individual counseling, group programs are available on topics such as Study Skills, Test Anxiety Reduction, Career Planning, etc. A broad range of career exploration is available to the individual student at no



cost. The College will assign freshmen to a faculty adviser who will assist with the design of a program of study as well as any other problems which may occur. This special program is staffed by (eight) selected faculty members who coordinate the programs of Freshman Seminar further described on page 51.

The Office of Student Development also administers the Scholastic Aptitude Test (SAT), and the College Level Examination Program, as part of the College's Advanced Placement Program. The Miller Analogies is also available for graduate students. In addition, information about other national testing programs, e.g. as the Graduate Record Exam (GRE) and the National Teacher Exam (NTE) is available in this office.

## Leadership Program

The Leadership Program exists to provide a central focus for the study of the contribution, role, and impact of leadership in our society. The program offers LaGrange College students an opportunity to prepare themselves broadly for leadership roles. The Leadership Program is designed to integrate leadership interests, needs, and contributions into existing educational programs at LaGrange College.

The Program in Leadership consists of courses and non-credit activities. Any student in the College may earn this certificate by acquiring 37 quarter hours in the course areas listed below. With careful planning, most students can earn the Certificate in Leadership by taking courses they already need to satisfy requirements for the baccalaureate degree. Since the Leadership Certificate requirements involve both lower and upper division courses as well as non-credit activities, it is advantageous for students to plan their Leadership course as early as possible and incorporate it into their general program of study.

The Certificate Program in Leadership consists of the following courses: (A grade of C or better is required in each course.)

### Required

Spc 105 — Speech Fundamentals (5)

Psy 200 — Interpersonal Communication (2)

Eng 101 — Readings and Composition I (5)

(or an acceptable score on the Test of Standard Written English, a subtest of the Scholastic Aptitude Test)

### Ethical Basis of Leadership (choose one)

Rel 101 — Judaic-Christian Heritage (5)

Rel 102 — Christian Ethics (5)

Rel 110 — Religious Dimensions of Human Behavior (5)

Phl 149 — Introduction to Philosophy (5)

**Social Processes** (choose one)

Soc/PSc 302 — Social Change (5)

His 307 — Social & Intellectual History of the United States (5)

Psy 321 — Social Psychology (5)

**Organizational Leadership** (choose one)

BuA 371 — Principles of Management (5)

BuA 376 — Managing Human Resources (5)

BuA 391 — Managing the Small Business (5)

CJu 103 — Police Administration (5)

**Practical Leadership Skills** (choose one)

HPR 305 — Psychology of Coaching (5)

HPR 313 — Recreational Leadership (5)

Spc 322 — Persuasion (5)

Spc 324 — Discussion and Group Leadership (5)

**Summary Course** (required)

Psy 495 — Special Projects in Leadership Training (5)

When courses from the above listed areas have been completed, the student will enroll in a five quarter hour course aimed at pulling all this information together. This course may be either a *practicum* in the student's area of interest or a *project* decided upon jointly by the student and the professor supervising the course. In either case, exposure to the process of making decisions and having them carried out will be a major part of this experience. The Chairman of the Psychology Department is in charge of the academic portion of the program. Students desiring to enter this program should consult with him early in their academic career.

Each quarter, at least one non-credit leadership seminar activity will be scheduled by the Office of Student Development for students participating in the Leadership Program. Topics such as Time Management, Assertiveness, Leadership Styles, Decision-making, Secrets of Success, Turning Problems into Opportunities, etc. may be used. To qualify for the Certificate in Leadership, a student would have enrolled in at least *three* different seminar activities. Record of participation will be kept and reported to the Registrar. The Dean of Students is the coordinator of these programs and should be contacted for the schedule of these activities.

Transfer credit may be applied to the program as the Chairman approves. The Registrar will maintain records of completion of the credit and non-credit activities. The Dean of Students will maintain any anecdotal records and informal evaluations.

## **Vehicle Registration**

To insure efficient control of traffic and parking on campus and the safety of all persons and vehicles, each vehicle must be registered and must have an af-fixed current decal. These decals are issued to students, along with a copy of existing parking regulations. There is a fee.

## **Student Review of Decisions**

Recognizing that decisions must be made and that some students may feel aggrieved by some decisions, LaGrange College provides the following procedures:

A student must first attempt to resolve an issue with the college staff member first rendering a decision. If this does not resolve the issue, a decision rendered by a college staff member may be appealed by a student as follows:

### **I. Student Life:**

- (a) A disciplinary decision rendered by a duly constituted student judicial board may be appealed to the Dean of Student Development. Disciplinary decisions rendered originally by the Dean of Student Development may be appealed to the Student Affairs Committee. If a disciplinary decision is appealed by a student, it must be done in writing within twenty-four hours after receipt of the original decision.
- (b) Other grievances in the area of student life may be appealed to the Dean of Student Development. If the grievance involves an original decision rendered by the Dean of Student Development, the decision may be appealed to the Student Affairs Committee.

### **II. Financial Aid. See page 29.**

### **III. Academic Matters. See page 58.**





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# Academic Programs and Degree Requirements

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LaGrange College offers an academic program in keeping with its broad commitment to the liberal arts. Certain professional and pre-professional programs that are compatible with this commitment are included.

There are three undergraduate degree options for students seeking a baccalaureate degree. They are the Bachelor of Arts, the Bachelor of Science and the Bachelor of Business Administration. The most prevalent degree at LaGrange College is the Bachelor of Arts. The four-year degrees and the majors or concentrations possible within those degrees are given. Minors may be earned in most disciplines.

## Bachelor of Arts — Majors

Art and Design

Art Education

Biology

Business Administration

Chemistry

Christian Education

Computer Science

Economics

Education

    Early Childhood

    Middle Childhood

    Secondary (Economics, English, General Science, History, Mathematics)

English

General Science

History

Mathematics

Political Science

Psychology

Religion

Social Work

Spanish

Speech Communications and Theatre

## **Bachelor of Science — Major**

Computer Science

## **Bachelor of Business Administration — Major**

Business Administration with a concentration in one of the following areas:

Accounting

Business Economics

General Business — Management

In addition to these four-year baccalaureate degrees, LaGrange College offers the Master of Education Degree, the Master of Business Administration Degree, and the Associate of Arts Degree. The degrees and the concentration within the degree are given:

## **Master of Education Degree — Major**

Early Childhood Education

Middle Childhood Education

## **Master of Business Administration — Major**

General Business with emphasis on the management function

## **Associate of Arts Degree — Concentrations**

Business Administration

Criminal Justice

General Studies

Nursing

Religious Studies

## General Requirements for the Bachelor of Arts Degree and the Bachelor of Science Degree

All students are required to meet the General Requirements listed below. (Normally, transfer students who have the A.A. degree in General Studies, or equivalent, from an accredited junior college are exempt from all LaGrange College General Requirements.)

	Quarter Hours
English 101 and 102, Readings and Composition I and II, or the equivalent, are required for all students.	10
Physical Education Activities	3

**Area Requirements.** At least one course must be taken from each of the areas I-VIII. Not more than three courses from each of the areas can be counted toward General Education Requirements. A total of twelve courses are to be taken. These courses should be completed by the end of the sophomore year and must be completed before senior status is attained.

### Humanities

- I. Literature:  
English 104, 105, 106, 108
- II. Modern Foreign Languages:  
French 101, 102\*, 103\*, 121\*  
German 101, 102\*, 103\*, 121\*  
Spanish 101, 102\*, 103\*, 121\*
- III. Religion 101, 102, 110 (A student may take Rel 103 and 104 in combination instead of Rel 101 and receive 10 hours of general education credit.)

### Fine Arts

- IV. Fine Arts:  
Art 109, 110, 111  
Music 112, 114  
Speech and Theatre 101, 102, 105, 110

Sciences and Mathematics

- V. Sciences:
  - Biology 101, 102
  - Chemistry 101, 102\*
  - General Science 101, 102\*, 103
  - Physics 101, 102\*; or 121, 122\*
- VI. Mathematics 110; 111; 122, 123\*, 124\*

Social and Behavioral Sciences

- VII. Social Sciences:
  - History 101, 102; 111, 112
  - Economics 149
  - Political Science 101
- VIII. Behavioral Sciences:
  - Psychology 149
  - Sociology 146, 147, 148

Total	73
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\*These courses have a pre-requisite. Check the course descriptions.

SUMMARY OF REQUIREMENTS

General requirements . . . . .	73 qtr. hrs.
Major, Minor (if chosen) and electives . . . . .	110 qtr. hrs.
<b>Total Degree Requirements . . . . .</b>	<b>183 qtr. hrs.</b>

Minors

Academic minors may be earned in most departments. A minor must include at least 30 hours, fifteen of which must be in 300-level courses. Specific courses are not designated, but they must be approved by the chairman in the minor department.

Honors Foundation Curriculum

A student who meets eligibility requirements may participate in an honors program within the College’s general education requirements. This is a program modelled after the recommendations of the Association of American Colleges. Students must be in their freshman year to be admitted to the program. Information on the program may be obtained from the Dean of the College.



## Requirements for the Bachelor of Business Administration Degree

The Bachelor of Business Administration is a more specialized degree and requires the following:

	Quarter Hours
English 101 and 102, Readings and Composition I and II, or the equivalent, are required for all students.	10
Physical Education Activities	3

**Area Requirements.** At least one course must be taken from each of the areas I-VIII. Not more than three courses from each of the areas can be counted toward General Education Requirements. A total of twelve courses are to be taken. These courses should be completed by the end of the sophomore year and must be completed before senior status is attained.

**Humanities** (*at least five hours from each area and a total of 20 hours*) 20

- I. Literature:  
English 104, 105, 106, 108
- II. Modern Foreign Languages:  
French 101, 102\*, 103\*, 121\*  
German 101, 102\*, 103\*, 121\*  
Spanish 101, 102\*, 103\*, 121\*
- III. Religion 101, 102, 110 (A student may take Rel 103 and 104 in combination instead of Rel 101 and receive 10 hours of general education credit.)

**Fine Arts** (*Speech and Theatre 105 and one additional five-hour course*) 10

- IV. Fine Arts:  
Art 109, 110, 111  
Music 112, 114  
Speech and Theatre 101, 102; 105; 110

**Sciences and Mathematics** (at least 10 hours from each area;  
Mathematics 122, 123 are  
preferred) 20

- V. Sciences:  
Biology 101, 102  
Chemistry 101, 102\*  
General Science 101, 102\*, 103  
Physics 101, 102\*; or 121, 122\*

VI. Mathematics 110; 111; 122, 123\*, 124\*

**Social and Behavioral Sciences** (at least five hours from each  
area) 10

- VII. Social Sciences:  
History 101, 102; 111, 112  
Economics 149  
Political Science 101

- VIII. Behavioral Sciences:  
Psychology 149  
Sociology 146, 147, 148

Total	73
Major, electives	110

**Total Degree Requirements 183**

\*These courses have a pre-requisite. Check the course descriptions.

An associate degree in general studies from an accredited junior college will normally satisfy these requirements except that Speech 105 and Mathematics 122, 123 may be required.

See page 79 for the requirements for the major.

## **Graduate Programs**

LaGrange College offers programs of study culminating in the Master of Education degree and the Master of Business Administration degree.

See the description of these programs in the Departments and Courses section, page 69.

## **Requirements for the A.A. Degrees**

Programs of study leading to the Associate of Arts degree are designed to meet these needs: (1) students who at present do not see a four-year degree program as an immediate objective; (2) out-of-school youths who have decided that college-level work with a degree potential, achievable in a shorter period of time, is a part of their career orientation; (3) mature people who desire college-level work for life fulfillment and need definite objectives as motivation; and (4) any employed person who seeks specific learning opportunities for career advancement.

A 2.0 qualifying point average overall, as well as in course work taken at LaGrange College, is required for graduation. To be eligible for the degree, a student must have earned a cumulative average of 2.0 or better.

To meet these needs LaGrange College has designed two-year curricula culminating in the A.A. degree in which a minimum of 30 quarter hours of credit must be earned in residence.

### **A.A. DEGREE IN GENERAL STUDIES**

- I. General Requirements as now constituted.
- II. Concentration of a minimum of 30 quarter hours in chosen field (excluded are business administration, education and nursing).

## **Special Institutes/Continuing Education**

LaGrange College coordinates and initiates special institutes and continuing education activities. These activities include work with area and state churches, industries, health care facilities and businesses. For certain of these activities the College gives continuing education units (C.E.U.).





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# Academic Regulations

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## Orientation and Counseling

All new students are introduced to LaGrange College through an orientation program which takes place at the beginning of each quarter. The orientation program is designed to acquaint the new students with various phases of the life of the College including traditions, procedures, and regulations. It is believed that all students will profit from a proper introduction to the opportunities and responsibilities of college life.

Freshman Seminar deals with the elements of learning and decision-making not covered in the traditional curricular structure that are essential to the student's educational process. These include the selection of courses, study skills, making long-term educational plans, placing course work in a broader context of student development, dealing with personal difficulties, and adjusting to the inadequacies in pre-college preparation. To help students at LaGrange College face these issues in an organized way, Freshman Seminar is taught. This one-hour course provides an opportunity for freshmen to work with faculty and other students in the consideration of issues designed to assist them in making decisions and in dealing with the many interrelated problems that have a bearing on their academic career.

## Academic Advising

All students in LaGrange College are assigned academic advisers who are well versed in college requirements. In addition to assistance with current regulations and degree requirements, advisers can also provide useful information on long-range academic goals. Career planning, testing, and personal counseling are available from the staff of the Student Development Office.

## Registration and Academic Advisers

All students must register on the dates specified. Failure to register on the proper dates may subject the student to a \$20 late-registration fee. All registration procedures for all quarters are under the direction of the Academic Dean.

Each student is assigned to a faculty adviser, who assists the student in planning an academic program. *However, the ultimate responsibility of meeting all requirements rests with the individual student.*

A student interested in a particular major should inform his general adviser in order that special prerequisite courses for the major may be scheduled. A major may be formally declared anytime after the student has earned 15 hours of credit. *The student must declare his major in writing to the Registrar by the time he has earned 75 quarter hours of credit.* The student will then be assigned to an adviser in the department in which he will major. *A student planning to pursue a program in Teacher Education must make application in writing to the head of the Department of Education at least by the time he declares his major.*

## Withdrawal

To withdraw from any course a student must confer with his instructor, his adviser, and the Academic Dean. Failure of a student to withdraw officially through the office of the Academic Dean normally will result in the assignment of a U. A student who wishes to withdraw from the College must confer with the Academic Dean and the Dean of Student Development. Withdrawals are not permitted the last week of class.

## Academic Probation Regulations

Students are placed on academic probation when the quality of work is such that progress toward graduation is in jeopardy. The purpose of probation is to warn. It is not a penalty. Students on probation will be notified and the regulations governing probation will be called to their attention.

Freshmen (fewer than 45 hours) must maintain a cumulative grade point average (GPA) of at least 1.65 to avoid being placed on probation. Sophomores (45 to 89 hours), a 1.75 GPA; Juniors (90 to 134 hours), a 1.85 GPA; and Seniors (more than 134 hours), a 2.00 GPA. In most cases, students have three quarters to remove their probationary status. Failure to do so makes these students subject to suspension or exclusion.

Students are also subject to suspension or exclusion for failure to earn at least five quarter hours of academic credit in any quarter, or for other valid academic reasons. In the case of part-time students, the extent of application of these regulations will be at the discretion of the Academic Dean. Normally, all applications of the regulations will be based upon a fifteen quarter-hour academic load.

## Class Attendance Regulations

A student is expected to attend all classes, including labs, for all courses for which he is registered. The student is solely responsible for accounting to his instructor for any absence. An instructor may recommend that the Academic Dean drop from class with a grade of W or U any student whose absences are interfering with satisfactory performance in the course.

## Course Repetition

A student is prohibited from repeating a course in which he has made a "C" or better (while enrolled at LaGrange College or any other institution) without the approval of the Dean of the College and the Academic Standards Committee.

## Acceleration

Students desiring to accelerate their college program may complete requirements in less than four academic years. This may be accomplished by attending summer schools and/or by taking an academic overload. Permission to take an overload in any quarter is granted only to those students who have earned at least an average of B (3.0), except that a student may take an overload during one quarter of his senior year without respect to grade-point average.

## Academic Honors

Upon graduation, students who have been in residence at LaGrange College for at least their last ninety hours and

1. have attained a quality point average of 3.50 to 3.74 may be granted the bachelor degree *cum laude* or
2. have attained a quality point average of 3.75 to 3.89 may be granted the bachelor degree *magna cum laude* or
3. have attained a quality point average of 3.90 to 4.0 may be granted the bachelor degree *summa cum laude*.

At the end of each academic quarter, students who have maintained a 3.60 quality point average on a minimum of 15 quarter hours of work will be placed on the Dean's List.

Academic honors at graduation are awarded only to students completing the four-year program (effective with 1985 graduates).

## Foreign Students

Students who are on a Student Visa in the United States are subject to special regulations. As the institution which issues documents certifying student status, LaGrange College is subject to regulations or guidelines. Guidelines change; students should contact the Dean of the College for interpretation of such changes. The current interpretation is that students with Student Visas must be enrolled for a full academic load (at least 12 quarter hours) at all times.

English proficiency is fundamental to a successful academic course at LaGrange College. Therefore, in addition to the minimum TOEFL score required for admission, the College requires all students for whom English is a second language to enroll in and satisfactorily complete a two-quarter sequence, Eng 010, 011. Further, if it is apparent that a student's English continues to jeopardize a successful academic career, the Dean of the College may require that a student attend a special, intensive English language course. If such a requirement is placed on a student, failure to attend the English language course can result in withdrawal of the Student Visa.

## **Special Programs**

There are several categories of special programs, described below. These are designed to meet special interests and special needs. In no case are they intended to be used as substitutes for any regular course offerings. Also, concurrent enrollment in any two or more of these special programs is discouraged.

### **INDEPENDENT STUDY**

In certain departments independent study courses are offered. These courses are limited to upperclass major and minor students who have completed at least two-thirds of their particular major or minor program, and who wish to pursue a special problem or course of reading beyond that taken up in any formal course and lying within the capabilities of the library and laboratories. In order to be eligible for independent study the student must have at least a 3.0 average in the specific field. Total credit which can be earned through independent study normally will not be more than 10 quarter hours. Written permission to enroll in such a course must be obtained from the instructor, the head of the department concerned, and the Academic Dean. These courses carry the numbers 495 and 496.

### **SENIOR HONORS PROGRAM**

Seniors with a cumulative quality point average of 3.5 or above may apply for participation in the Honors Program which is available in certain departments. This program carries the course number 499, with 5 quarter hours of credit in each participating department, with the designation "Honors Course." Applications must be submitted in writing to the Academic Dean.

## **Credit-by-Examination and Exemption**

Students may be eligible for credit and/or exemption in certain areas through the College Level Examination Program (CLEP) and other recognized testing procedures. Advanced placement credit is accepted for those students who



present evidence from the high school that advance placement programs have been completed and who present scores of 4 or 5 on the advanced placement test of the College Educational Examination Board administered by Educational Testing Service.

## Credit through United States Armed Forces Institute and Service Schools

Courses taken through The United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Fifteen quarter hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. One activity course in Physical Education, up to a maximum of 3, will be waived for each two months served in the Armed Forces; a corresponding reduction will be made in the total number of hours required for the degree.

## Grades and Credits

The definitions of grades given at LaGrange College are as follows:

- A — superior
- B — above average
- C — average
- D — below average
- F — failing
- I — incomplete. This grade is assigned in case a student is doing satisfactory work but for some reason beyond his control has been unable to complete the work during that quarter. This deferment must be given written approval in advance by the instructor and the Academic Dean.
- N — no credit or non-credit
- W — withdrawn. During the first three weeks a student may withdraw from a class with an "automatic" "W." After this trial period the student may withdraw, but the grade assigned, "W" or "U," will be at the discretion of the professor.
- U — withdrawn failing. The grade of U is included in computing the grade-point average.
- O — penalty failing. This grade is given for a breach of honor and is included in computing the grade-point average.
- T — audit withdrawn
- X — audit complete

A student may register for a course on a non-credit basis, for which he pays full tuition. To have a grade of N recorded, he must fulfill all course requirements.

A student may audit a course by paying the audit fee. All requests for audit courses must be approved in writing by the instructor and Dean of the College. Only lecture courses may be audited. No new freshman student may audit any course during the first quarter of residence at LaGrange College.

An *I* is a temporary grade. Normally it must be removed by the date indicated in the Academic Calendar. Failure to remove an *I* by the date set automatically makes the grade an *F*. A grade other than *I*, once submitted, may not be changed by an instructor except with the formal approval of the Academic Advisory Council, within the next quarter.

Grades are assigned and recorded for each course at the end of each quarter. Formal reports of grades are also issued at the same time. Transcripts are withheld for any student who is under financial obligation to the College.

## **Requirements for Bachelor Degrees**

LaGrange College offers the Bachelor of Arts degree and the Bachelor of Business Administration degree. To obtain a second bachelor's degree, at least 60 additional quarter hours must be earned, beyond the first degree, in a minimum of three quarters.

The minimum work required for graduation is 183 quarter hours and a 2.0 quality-point average overall, as well as in all course work taken at LaGrange College. To be eligible for the degree, a student must have earned a cumulative average of 2.0 or better and, must make application for the degree before the beginning of his final quarter. A student who does not earn a degree in sixteen full quarters or the equivalent may be denied further registration.

A minimum of 15 quarter hours meets the academic load requirement for a full-time student. The maximum full load is 17 quarter hours; anything beyond is considered an overload. No student is permitted to enroll for more than 22 hours in any one quarter. Request to take an overload must be granted in the Dean's office.

Quality points are earned as follows: A, 4; B, 3; C, 2; D, 1; F, 0. The quality-point average is computed by dividing the total quality points earned by the total hours attempted. If a student has received credit for a course and repeats that course, he receives no additional credit toward the degree. In computing the student's average, hours attempted and quality points are counted on all such attempts.

Not more than 95 quarter hours of credit earned at a junior college are counted toward the degree. No credit is granted toward the degree for course work taken at a junior college after a student has attained junior standing. A transfer student is not given credit toward graduation for any Ds earned elsewhere. Academic averages are computed on work done only at LaGrange College.

The last 60 hours of credit, in a minimum of 4 quarters, must be earned in residence at LaGrange College. During his last 6 quarters and last 90 hours of resident course work, a student may, however, upon obtaining prior written approval from his academic adviser and the Academic Dean, be permitted to enroll as a **transient** student at another four-year college for not more than one full quarter, and not more than fifteen quarter hours of course work. For the purpose of meeting the residence requirements, credit earned in this manner will be considered as residence credit. Grades earned for transient work are not included in the cumulative grade average. Normally, after receiving an unsatisfactory grade in a course at LaGrange College, a student will not be given credit for repeating that course at another institution. Credit totaling 10 hours or more earned in this way during the last 90 hours or final 6 quarters precludes the student's being granted credit for any course work taken by extension or by correspondence during the period.

Any regularly enrolled LaGrange College student who desires to take course work for credit by extension or by correspondence must obtain prior approval in writing from his academic adviser and from the Academic Dean. Such extension or correspondence credit may in no case exceed 10 hours; however, not more than 5 hours earned in this manner may be applied toward the fulfillment of the General Requirements of LaGrange College. Any course or courses so taken must be completed and all grades recorded before the end of the student's final quarter, in order to be graduated that quarter.

A student is classified as a freshman if he has earned fewer than 45 hours of credit. A student is classified as a sophomore if he has earned at least 45 hours of credit and fewer than 90. To be classed as a junior, a student must have earned at least 90 hours of credit and fewer than 135 hours. A student is classified as a senior upon having earned 135 hours of credit.

*No grade below C in any course above 100-level may be applied toward a major.*

## Transcripts

Students are entitled to two transcripts of their record free of charge. For other transcripts a fee of \$2 each will be charged. No transcripts will be issued for any student under financial obligation to the College.

Transcript requests must be made in writing to the Registrar well in advance of the time the transcript is needed. Transcripts will be issued promptly; however, at the beginning and end of quarters some delay may be unavoidable.

## **Student Review of Academic Decisions**

Decisions pertaining to the academic program which are originally rendered by a faculty member may be appealed, in writing, to the Dean of the College who shall seek in an informal conference to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Dean of the College will deliver the appeal to the Review Subcommittee of the Academic Standards Committee for its determination.

Decisions pertaining to the academic program originally rendered by the Dean of the College may be appealed to the Review Subcommittee of the Academic Standards Committee.

## **Graduation Requirement**

A student who enters LaGrange College under a given catalogue will be graduated under the requirements of that catalogue. If a student withdraws and re-enters more than four years later, he will graduate under the requirements of the catalogue in effect at the time of his re-entry.

Students in their last year of college work must have an audit of their course credits and planned courses examined prior to registration for their final quarter in residence. This is called a "graduation petition." The major adviser and the Office of the Dean of the College assist the student in completing this petition.

Students at LaGrange College will participate in the evaluation of the extent to which institutional educational goals are being achieved. This evaluation will be in both the general education area and in the major. Students who graduate in June 1990 will be the first class to participate in these comprehensive evaluations. The method for determining institutional effectiveness and student achievements is under development which involves participation of both the faculty and representative students. Participation in this assessment and the attainment of reasonable levels of achievement are requirements for graduation in June 1990 and thereafter.

## **Endowed Lectureships**

**The Arthur H. Thompson Lectureship** brings to the campus each year noted scholars to address the faculty and student body on the interrelationship of a field of knowledge and the Christian religion. The endowment was established by Mrs. Mary Will Thompson, alumna, in memory of her husband, who was at one time chairman of the Board of Trustees of the College. He expressed his philosophy in the statement: "The greatest thing in life is the simple faith of an honest man."



**The Jennie Lee Epps Lectureship** brings to the campus each year noted scholars to address the faculty and student body in the field of English. The endowment was established by Miss Kate Howard Cross, former professor of Latin at LaGrange College, in loving memory of her friend and colleague, Dr. Jennie Lee Epps, who was professor of English at LaGrange College for 28 years.

**The A. S. Mitchell Lectureship**, established by the Mitchell Foundation Inc., brings lecturers to the campus for assembly programs.

**The Ernestine May Dempsey Lectureship** was provided by alumna LaVerne Garrett in memory of her former English professor who taught at LaGrange College, 1908–1914.

**The Ernest Aubrey Bailey Lectureship** honors the memory of the Academic Dean who served LaGrange College from 1922 to 1959. The fund was established by Mrs. Bailey and their daughter, Mrs. William F. Corley.

## Awards and Recognitions

**The Irene E. Arnett Drama Award** is presented annually to the member of the senior class who shows the greatest potential for contribution to the field of theatre, devotion to the tasks in the theatre, and dedication to the principles of good theatre—to amuse the heart and lift the spirit to a better understanding of man and his struggle in this world and toward his God.

**The Needham Avery Art Award** is a purchase award granted annually in visual arts, provided by Dr. and Mrs. R. M. Avery in memory of their son.

**The E. A. Bailey Award** is awarded each year to the fraternity accumulating the greatest number of points in the areas of scholarship, leadership, sportsmanship, and community service.

**The Josephine A. Case Scholarship** is for a junior for excellence in art and promise of achievement in that field. This award carries a stipend and is associated with Josephine A. Case Collection of American Indian Art which she and her husband, Leland D. Case, of Tucson have donated to LaGrange College. Both hold honorary doctorates from this school.

**The Roger Guptill Award** is presented annually in memory of the late Dr. Roger Guptill, minister, teacher, and Christian gentleman, to a senior class student of the Department of Religion preparing for full-time church service.



**The Mamie Lark Henry Drama Scholarship** is presented annually to a student in recognition of superior contribution to the Drama Department.

**The Mamie Lark Henry Scholarship Cup** is presented each quarter to the sorority with the highest grade-point average the previous quarter.

**The Waights G. Henry, Jr. Leadership Award** is given annually by the Student Government Association to a student who has actively demonstrated effective leadership skills. Selection of the recipient is made by a committee composed of students, faculty, and administrators.

**The Evelyn Powell Hoffman Drama Scholarship** is provided by her family in memory of their wife, mother and sister, a graduate of the class of 1930. It is to be awarded annually to a freshman student through audition. The selection of the recipient is to be made by the Drama Department faculty.

**The Mary Hunter Lindsey Award** is provided by the late Rev. William Oliver Lindsey, Sr., in memory of his wife, Mary Hunter Lindsey, class of 1914. It is awarded annually to Methodist students entering the senior class in college and preparing for a full-time church ministry. The selection of the awardees is made by the faculty of the Religion Department.

**The John Love Scholarship Cup** is presented each quarter to the fraternity with the highest grade-point average the previous quarter.

**The Weston L. Murray Award** is presented to the senior class member of the Georgia Delta Chapter of Pi Gamma Mu who has the highest record of achievement and contribution in the field of Social Science.

**Outstanding Achievement in Psychology Award**, is presented annually by the psychology department to the senior psychology major who, through academic excellence and service, has made an outstanding contribution to the field of psychology.

**The Pike Award** is provided by Mrs. William C. Key (Ruth Pike) and the late Mrs. William Franklin Daugherty (Ethel Pike) in memory of Adella Hunter and Christian Nathaniel Pike. It is awarded annually to Methodist or Baptist students entering the senior class in college and preparing for a full-time church vocation or majoring in Religion or Religious Education.

**The Walter Malcolm Shackelford Award** is presented annually to a graduating senior who has majored in Education and has demonstrated outstanding academic performance, leadership, and service to the College.

**The Annie Moore Smith Award** is a purchase award granted annually in visual arts, provided by Mrs. Rebecca Moore Butler, class of 1924, in memory of her sister, Annie Moore Smith, class of 1915.



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# Pre-professional and Co-operative Programs

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## Pre-professional Programs of Study

LaGrange College has a curriculum and environment that is well-suited to preparation for further study in fields such as law and medicine. These programs include, but are not necessarily limited to, preparation for the following areas.

### LAW

The pre-law adviser is Dr. John W. Anderson of the History and Political Science Department.

Students entering law school come from many and varied undergraduate programs from English to mathematics, business administration, history or political science. It is not really possible to say which major serves as the best preparatory background for law school. Almost every law school bulletin, however, suggests that entering students must have a strong background in history, political science and English as well as some preparation in economics, business, sociology, psychology and mathematics.

### DENTISTRY

Dr. John Hurd is the adviser. The pre-dental student should select a major as early as possible and work toward the B.A. degree. Some dental schools accept students with fewer than four years of college training, but most of them prefer a student with the baccalaureate degree.

The pre-dental student should be familiar with the specific requirements set by the dental schools to which he plans to apply. There is some variation in the requirements of the various schools, but the minimum requirements set by most schools of dentistry are:

Inorganic Chemistry with lab	10 quarter hours
Organic Chemistry with lab	15 quarter hours
Biology with lab	10 quarter hours
Physics with lab	10 quarter hours
English	10 quarter hours

All applicants must complete the Dental Admission Test not later than the October testing preceding the year of desired entry.

## MEDICINE (M.D.)

Dr. John Hurd is the adviser. The pre-medical student should select a major as soon as possible and seek the B.A. degree. Medical schools rarely accept candidates with less than the baccalaureate degree.

The student should familiarize himself with the requirements of the several medical schools to which he plans to apply. Requirements vary somewhat in the various medical schools, but the minimum requirements of most medical schools are:

Biology with lab	15 quarter hours
Inorganic Chemistry with lab	15 quarter hours
Organic Chemistry	15 quarter hours
Physics	15 quarter hours
English	15 quarter hours

Every applicant must take the Medical College Admission Test, preferably in the spring preceding the submission of his application to medical school, but no later than the fall of that year.

## VETERINARY MEDICINE

Dr. John Hurd is the adviser. The pre-veterinary student should be familiar with the specific requirements of the school to which he plans to apply. The minimum requirements set by most schools of veterinary medicine are as follows:

A candidate must have completed at least 90 quarter hours of college credit by the end of the spring quarter before fall matriculation at the veterinary school. The B.A. degree is preferred. The following required courses must have been completed prior to entry into veterinary school.

English	10 quarter hours
Biology with lab	10 quarter hours
Zoology or Botany	5 quarter hours
Microbiology	5 quarter hours
Biochemistry	5 quarter hours
Inorganic Chemistry with lab	10 quarter hours
Organic Chemistry with lab	10 quarter hours
Animal Nutrition*	5 quarter hours

The candidate must have worked with a veterinarian, and he *must* have had *hands-on* experience working with large and small animals.

Each applicant will be required to take the Graduate Record Examination (GRE) including the Advanced Biology Section and the Veterinary Aptitude Test. These tests should be taken by October or December of the year prior to probable admission to veterinary school.

\*Not available at LaGrange College



## ENGINEERING

Dr. Don Jolly is the adviser.

LaGrange College has a pre-engineering program designed to provide the student with a broad liberal arts background while preparing the student for a professional engineering program. Dual degree programs in engineering have been established with Georgia Institute of Technology and Auburn University. Students accepted in the dual degree program will attend LaGrange College for approximately three academic years and then either Georgia Institute of Technology or Auburn University for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student shall be awarded a bachelor's degree from LaGrange College and a bachelor's degree in engineering from either Georgia Institute of Technology or Auburn University.

### Pre-engineering curriculum, first two years

First Year		
Fall Quarter	Winter Quarter	Spring Quarter
Math 122 Calculus I	Math 123 Calculus II	Math 124 Calculus III
Eng 101 Composition I	Eng 102 Composition II	Eng 104 or 105 or 106 or 108 Literature
Psy 149 General Psy	Chm 101 Chemistry I	Chm 102 Chemistry II
Second Year		
Math 322 Calculus IV	Math 323 Calculus V	Math 324 Diff Equ
Phy 121 Physics I	Phy 122 Physics II	Phy 123 Physics III
Csc 151 BASIC	*His 101 World His	*His 102 World His
	**His 111 American His	**Pol 101 US Govt

\*For students planning to attend Auburn University

\*\*For students planning to attend Ga Tech

## **PHARMACY**

The pre-pharmacy general adviser is Dr. John Hurd.

While the admission requirements vary, the following is standard course work as a minimum: Chemistry 101, 102, 351, 352; Biology 101, 102; Physics 101, 102; Mathematics 111, 122; English 101, 102; History 101, 102; Economics 150; Sociology 149; Speech 105. Political Science 101 may be required, and electives in literature are suggested to make up 90 quarter hours of academic work.

## **Co-operative Programs**

LaGrange College has a limited number of co-operative programs that are designed to meet student needs in specialized areas. The programs include the following areas.

## **PHYSICAL THERAPY**

The pre-Physical Therapy adviser is Dr. John Hurd. Most schools which offer training in Physical Therapy award a Bachelor's degree after successful completion of classroom and clinical work. Students are admitted to such programs after completion of 90 quarter hours of work including approximately 20 hours in Humanities, 20 hours in Math and Science, 20 hours in Social Science plus 30 hours in a major field such as Biology. Specific courses to prepare for admission to individual schools should be selected in consultation with the adviser.

## **OPTOMETRY**

The pre-Optometry adviser is Dr. John Hurd. Though selected students may be admitted to Optometry School after three years of preparation, most are admitted after receiving Bachelors or Masters degrees. Optometry involves four years of study after admission to the program and in some areas also includes a brief internship. Majors in any academic area are acceptable though the student should include emphasis on the sciences. Preparation for admission to a specific school can be planned with the assistance of the adviser.

## **ALLIED HEALTH SCIENCES**

The adviser for Allied Health Science preparation is Dr. John Hurd. Allied Health Sciences include Dental Hygiene, Dental Lab Technology, Medical Technology, Physical Therapy, Radiologic Technology, Respiratory Therapy among others. These programs require from 30 to 90 hours of General Education either within the program or prior to admission. A plan of preparation for one of the Allied Health Sciences can be arranged with the adviser.

## Cooperative LaGrange College-Troup County Area Vocational Technical School Program

This cooperative arrangement between LaGrange College and Troup Tech results in an associate of arts degree from LaGrange College. Students must be accepted by both Troup Tech and LaGrange College. Students may attend either Troup Tech or LaGrange College during their first year. Upon completion of the prescribed program of study of three or more quarters in length at Troup Tech and the certifying of that completion by the Troup Tech college coordinator and upon completion of the following courses at LaGrange College, the associate of arts degree is awarded by LaGrange College. Students are responsible for all tuition and fees while attending Troup Tech and for tuition and fees while they are attending LaGrange College. A financial aid award by LaGrange College is generally not applicable to Troup Tech fees. Students enrolled in this program are covered by the housing policy of LaGrange College. Financial aid awarded by LaGrange College is generally applicable to housing and food at the College while attending Troup Tech. LaGrange College students should consult with the appropriate persons at Troup Tech to determine applicable fees while in attendance at Troup Tech. A complete description of the offerings may be obtained by writing: Troup County Area Vocational School, Fort Drive, LaGrange, Georgia 30240; or calling (404) 882-0080. The college coordinator at Troup Tech is Richard Shiver.

### Courses at LaGrange College

	Quarter Hours
English 101 and 102, Readings and Composition I and II, or the equivalent, are required for all students.	10
Physical Education Activities	3
<b>Humanities</b> (from the following)	10
I. Literature: English 104, 105, 106, 108	
II. Modern Foreign Languages: French 101, 102*, 103*, 121*   Spanish 101, 102*, 103*, 121 German 101, 102*, 103*, 121*	
III. Religion 101, 102, 110 (A student may take Rel 103 and 104 in combination instead of Rel 101 and receive 10 hours of general education credit.)	

<b>Fine Arts</b> (from the following)	5
IV. Fine Arts:	
Art 109, 110, 111	
Music 112, 114	
Speech and Theatre 101, 102, 105, 110	
<b>Sciences and Mathematics</b> (from the following)	10
V. Sciences:	
Biology 101, 102	
Chemistry 101, 102*	
General Science 101, 102*, 103	
Physics 101, 102*; or 121, 122*	
VI. Mathematics 110; 111; 122, 123*, 124*	
<b>Social and Behavioral Sciences</b> (from the following)	10
VII. Social Sciences:	
History 101, 102; 111, 112	
Economics 149	
Political Science 101	
VIII. Behavioral Sciences:	
Psychology 149	
Sociology 146, 147, 148	
*These courses have pre-requisites.	
	48
<b>Electives</b> (from the above or from any academic area of the College)	15
Total	63

Additionally, certification of having completed a Troup Tech program of at least three (3) quarters in length is required.

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# Departments and Courses

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## Academic Divisions

### Education and Psychology

**Professors** Reid, Jolly, Robison

**Associate Professors** Garcia, Evans, S. Johnson, T. Johnson, Jordan,  
Kraemer, Langford, Nabors, Williamson

The Division of Education and Psychology offers courses in the following fields: Education, Health, Physical Education and Recreation, and Psychology. Majors are offered in Early Childhood Education, Middle Childhood Education, and Psychology. Master of Education degrees are offered in Early Childhood Education and Middle Childhood Education.

The Division gives much attention to teacher education. Major emphasis is placed upon teaching in Georgia, since many LaGrange College graduates teach in this state. The Division, however, keeps abreast of variations in certification for other areas, in the event graduates contemplate teaching in another state.

### Fine Arts

**Professor** Lawrence

**Assistant Professors** Brown, Estes, Schraft, Taunton, J. Williams, S. Williams

The Fine Arts Division is comprised of the disciplines of Art, Speech Communications and Theatre, and Music. The departments of Art and Speech Communications and Theatre offer majors in a variety of concentrations. A minor in Music is offered.

The aims of the Fine Arts Division are to assist the general student to discover and to become involved in the beautiful and to understand its proper place in an enriched life; to provide a superior curriculum and rewarding activities for the major in each department; to contribute to the cultural life of the College and the community.

### Humanities

**Professors** Hornsby, McCook, Naglee, Williams

**Associate Professors** Bailey, Murphy, Pearson

**Assistant Professors** Henry

The Humanities Division is comprised of three Departments and offers instruction in the following academic disciplines: English Language and Literature; Modern Foreign Languages and Literature (French, Spanish, and German); Religion and Philosophy.

The Departments within this Division attach primary importance to problems of knowledge and judgment. The studies are designed to promote scholarship and to cultivate intellectual interest.

Students who wish to work toward a major within the Humanities Division may attain it in English, Spanish, or Religion and Philosophy.

## Nursing

**Assistant Professors** Hickox, Kratina, Mintz  
M. K. Williams

**Instructors** Bates, Sauter

The nursing program integrates theoretical and clinical practice components of nursing. Therefore, nursing courses have laboratory hours, as well as lecture hours. Laboratory hours provide students time to apply classroom knowledge and gain skill in actual patient care experience in hospitals, nursing homes, clinics, and other health care facilities. Each laboratory credit hour equals three hours of actual experience. Some of the required non-nursing courses are pre- or co-requisites for the nursing courses and therefore must be successfully completed before or at the prescribed times in order to continue in the nursing sequence.

## Science and Mathematics

**Professors** Cooper, A. M. Hicks, James, Jolly, Shelhorse, Shibley

**Associate Professors** P. M. Hicks, Hurd, Riddle, Searcy

**Assistant Professor** A. Valle

The Division of Science and Mathematics offers training in biology, chemistry, computer science, physics, and mathematics. Major work in this division prepares a student for graduate work, teaching, and entry into the profession schools (engineering, medicine, dentistry, paramedical specialties). Academic majors are offered in Biology, Chemistry, General Science, Mathematics, and Computer Science. A minor is offered in Physics, in addition to each of these areas.

## Social Science

**Professors** Taylor, Lowe, Mills

**Associate Professors** Anderson, Gill, Stevens

**Assistant Professors** Burdett, Cafaro, Glover, McGaughey

The Division of Social Science offers courses in the following fields: Business Administration, Economics, Geography, History, Political Science, and Sociology. Careful attention is given to education for both cultural and service values.

Majors are offered in Business Administration, Economics, History, Political Science, and Social Work.

## Course Numbering System and Abbreviations

The projected schedule of classes will be followed insofar as possible, but is subject to change.

Courses numbered 100 through 199 are intended primarily for freshmen and sophomores.

Courses numbered 300 through 399 and above are intended primarily for juniors and seniors.

Courses numbered 400 through 499 are intended primarily for seniors.

Courses numbered 500 and above are for graduate students.

The number in parentheses following the course title indicates the number of quarter hours credit for the course.

### Abbreviations

Art and Design . . . . . Art  
Biology . . . . . Bio  
Business Administration . . . . BuA  
Chemistry . . . . . Chm  
Computer Science . . . . . CSC  
Criminal Justice . . . . . CJu  
Dance . . . . . Dan  
Economics . . . . . Eco  
Education . . . . . Edu  
    Early Childhood . . . . . ECE  
    Middle Childhood . . . . . MCE  
English . . . . . Eng  
French . . . . . Frn  
General Science . . . . . GSc  
Geography . . . . . Geo  
German . . . . . Ger  
Health, Physical Education,  
    and Recreation . . . . . HPE  
    Physical Education . . . . . PEd  
History . . . . . His  
Mathematics . . . . . Mth  
Music . . . . . Mus  
Nursing . . . . . Nsg  
Philosophy . . . . . Phl

Physics . . . . . Phy  
Political Science . . . . . PSc  
Psychology . . . . . Psy  
Religion . . . . . Rel  
Sociology/Social Work . . . . . Soc  
Spanish . . . . . Spn  
Speech Communications  
    and Theatre . . . . . Spc

## Art and Design

The Art and Design major consists of studio concentrations in the following areas: Painting & Drawing, Photography, Ceramics & Sculpture and Design. A student may choose a studio concentration in more than one area. The courses required of the studio concentration are specific and should be determined on consultation with the student's advisor when the student first declares a major in art.

30 hrs. After completing the basic course requirements for all art majors (Art 109, 110, 111, 151, 152, 153) students are required to concentrate in one or two areas. The courses required in the following areas are:

### AREAS OF CONCENTRATION

60 hrs. The Painting & Drawing Major — Art 171, 173, 301, 304, 311, 323, 351, 352, 353, 355, 356, 357.

60 hrs. The Design Major — Art 173, 180, 301, 304, 311, 320, 321, 323, 324, 341, 351, 355.

60 hrs. The Photography Major — Art 173, 301, 304, 311, 320, 323, 324, 325, 351, 352, 353, 355.

60 hrs. The Ceramics and Sculpture Major — Art 180, 172, 302, 311, 312, 323, 327, 328, 351, 352, 353, 355.

70 hrs. The Art Education Major — Art 171, 172, 173, 180, 312, 321, 323, 331, 490. In addition 15 hours in Education and Psychology are required: Edu 199, 459, Psy 302.

#### **109. Art History Survey I. (5) Fall.**

An illustrated lecture course surveying the visual and plastic arts of Western Civilization from the Paleolithic period through the Renaissance

#### **110. Art History Survey II. (5) Winter.**

An illustrated lecture survey of the visual and plastic arts of Western Civilization from the Baroque period to the present.

#### **111. Art in the Twentieth Century. (5) Spring.**

An illustrated survey and analysis of twentieth century painting and sculpture.

#### **151. Drawing. (5) Fall.**

Basic drawing fundamentals.

#### **152. Basic Design. (5) Winter.**

Fundamentals of design emphasizing color and composition.

#### **153. Three-Dimensional Design. (5) Spring.**

A basic course dealing with three-dimensional structure.

## *Departments and Courses*

**171. Painting. (5) Fall.**

Course dealing with specific problems in space, color and form.

**172. Sculpture. (5) Winter.**

Basic work in modeling, carving, construction, and casting techniques.

**173. Printmaking. (5) Spring.**

Introductory work in basic graphic media; relief and intaglio.

**180. Ceramics — Handbuilding. (5) Fall.**

Basic work in forming clay using slab and coil methods; firing and glazing.

**301. Illustration. (5) Spring.**

A graphic design course emphasizing the interpretation and communications of ideas through a variety of visual techniques.

**302. Sculpture II. (5) Winter.**

Work in lost-wax investment casting; carving wood and stone, metal fabrication.

**303. Printmaking II. (5) Spring.**

Work in intaglio, lithography, and silk screen processes.

**304. Painting — Watercolor. (5) Spring.**

A course in transparent media working primarily with outdoor environments in problems dealing with space and light.

**311. Life Drawing. (5) Winter.**

Study from the model with emphasis on the human form in composition.

**312. Crafts. (5) Fall.**

An introductory course in the designing and fabrication of wood and metal craft objects.

**320. Applied Design. (5) (On demand)**

Formulation and application of commercial design.

**321. Textile Design: Weaving. (5) Winter.**

Basic course in fibers and loom weaving.

**323. Photography. (5) Fall.**

A basic course in black and white photographic expression including mechanics of processing and printing.

**324. Photographic Design. (5) Winter.**

A course dealing with design elements derived photographically.

*Prerequisite:* Art 323 or consent of instructor.

**325. Advanced Photography. (5) Spring.**

Large format photography and advanced problems in exposure, lighting, including color processing and printing.

*Prerequisite:* Art 323 or consent of instructor.



**327. Ceramics — Throwing. (5) Winter.**

Course in forming clay on a potter's wheel and firing and glazing.

**328. Ceramic Design. (5) Spring.**

Emphasis on ceramic design using handbuilding and wheel methods and use of glazes in decorating processes.

**331. Elementary and Middle Childhood Art Education. (5) Fall.**

Course emphasizing the development of the child through creative visual activity.

**341. Internship. (5-15) (On demand)**

Directed observation and practice in professional arts related environment.

**351, 352, 353. Studio Concentration. (5 each) Fall, Winter, Spring.**

A major individual project in one or two areas culminating in an exhibition at the end of the senior year.

**355, 356, 357. Advanced Drawing. (5 each) Fall, Winter, Spring.**

Specific drawing problems dealing with the human figure, still life, landscape, and experimental means of graphic expression.

**490. Student Teaching. (15) (On demand)**

Supervised observation and experience in the art classroom leading to full-time teaching by the student.

## Biology

A major in Biology consists of the following courses: Biology 101-102 and 40 more hours of biology as approved by the academic adviser; Chemistry 101-102, 351-352; Mathematics through 111 or 122; Physics 101-102. In addition, one course from the following must be taken with the approval of the major academic adviser: General Science 492, an advanced Chemistry course, Mathematics 314 or 316, Physics 103.

The approved program of teacher education in secondary science with emphasis in Biology and the professional education sequence will satisfy the requirements for a major in Biology.

**101. General Biology I. (3 hrs. lec., 4 hrs. lab per week) (5) Fall, Winter, Spring.**

An examination of the organizational and operational aspects of living systems with emphasis upon the structure and function of vertebrates. May be taken after Biology 102.

**102. General Biology II. (3 hrs. lec., 4 hrs. lab per week) (5) Winter, Spring.**

A study of genetics, evolution, phylogeny, and ecology. Biology 101 not prerequisite to Biology 102. May be taken before Biology 101.

**148. Human Anatomy and Physiology I. (4 hrs. lec., 2 hrs. lab per week) (5) Fall.**

A study of the structure and function of the human body. Laboratory work: mammalian dissection and experiments plus human measurements.

**149. Human Anatomy and Physiology II. (4 hrs. lec., 2 hrs. lab per week) (5) Winter.**

A continuation of Biology 148.

**275. Histological Technique. (4 hrs. lab per week) (2) Spring.**

A laboratory technique course designed to acquaint the student with histological preparations.

*Prerequisites:* Biology 101; Chemistry 101.

**320. Medical Microbiology. (4 hrs. lec., 2 hrs. lab per week) (5) Spring.**

A study of human diseases caused by pathogenic microbes and helminths.

**321. Microbiology. (1 hr. lec., 8 hrs. lab per week) (5) Fall, 1987.**

A study of the morphology, physiology, classification, ecology, and economics of microbial forms, especially bacteria and fungi.

*Prerequisites:* Biology 101-102; Chemistry 101-102. Chemistry 351-352 recommended.

**334. Ecology. (2 hrs. lec., 6 hrs. lab per week) (5) Spring.**

An introduction to the basic principles and concepts of ecology followed by population and habitat studies.

*Prerequisites:* Biology 101-102; Chemistry 101-102; or consent of instructor. Biology 335 and/or 336 is recommended.

**335. General Zoology. (2 hrs. lec., 6 hrs. lab per week) (5) Spring, 1988.**

A phylogenetic survey of the animal kingdom with special emphasis upon parasitology, entomology, ornithology, and mammalogy. Animal taxonomic studies based on local fauna.

*Prerequisites:* Biology 101-102; Chemistry 101-102.

**336. General Botany. (2 hrs. lec., 6 hrs. lab per week) (5) Spring, 1987.**

A phylogenetic survey of the plant kingdom with emphasis upon reproductive morphology followed by the detailed anatomy of vascular plants. Plant taxonomic studies based on local flora.

*Prerequisites:* Biology 101-102; Chemistry 101-102.

**338. General Entomology. (2 hrs. lec., 6 hrs. lab per week) (5) Fall, 1986.**

An introduction to the study of insects. Emphasis is on insect morphology, biology and identification. A collection of insects identified to family level is required.

*Prerequisite:* Biology 102.

**339. Field Problems in Ecology. (5)**

A study of ecological problems and environmental parameters in the local area by means of individual investigative procedures. (On demand)

*Prerequisites:* Biology 334 and permission of instructor.

**340. General Parasitology. (2 hrs. lec., 6 hrs. lab per week) (5) Fall, 1987.**

An introduction to the biology, life history and pathogenicity of parasites. Representative parasitic protozoans, helminths and arthropods are considered.

*Prerequisite:* Biology 102.

**351. Vertebrate Embryology. (2 hrs. lec., 6 hrs. lab per week) (5) Fall.**

A study of the embryological development of representative vertebrates, with laboratory emphasis upon the chick and pig.

*Prerequisites:* Biology 101-102.

**352. Comparative Vertebrate Anatomy. (2 hrs. lec., 6 hrs. lab per week) (5) Winter, 1988.**

A study of the structure of vertebrates with an analysis of the generalized vertebrate body plan and specializations of this basic plan throughout the eight vertebrate classes. Lab emphasis upon dissection of lamprey, shark, mudpuppy and cat.

*Prerequisites:* Biology 101-102.

**358. Kinesiology. (2 hrs. lec., 6 hrs. lab per week) (5) (On demand)**

A study of the human body in physical activity with emphasis on both structural and mechanical aspects of motion.

*Prerequisite:* Biology 101 or 148.

**360. Vertebrate Histology. (2 hrs. lec., 6 hrs. lab per week) (5) Fall, 1986.**

A study of tissue types and their organization into body organs.

*Prerequisites:* Bio 101, Bio 352 recommended.

**373. Genetics. (2 hrs. lec., 6 hrs. lab per week) (5) Winter, 1987.**

A study of the unifying concepts of biological inheritance in individuals and populations. Laboratory work includes both *Drosophila* crosses and experiments with microbial forms.

*Prerequisites:* Biology 101-102, 321; Chemistry 101-102, 351-352 (or enrollment therein)

**374. Cell Biology. (2 hrs. lec., 6 hrs. lab per week) (5) Winter, 1988.**

A study of the structure and function of cell organelles as well as diversity of cell types. Laboratory work involves cell cultures and immunological experiments.

*Prerequisites:* Biology 101-102, 321; Chemistry 101-102, 351-352 (or enrollment therein)

**383. Animal Physiology. (2 hrs. lec., 6 hrs. lab per week) (5) Winter.**

A study of the physiology of vertebrates, with emphasis upon mammals. A systems approach to mammalian solutions of physiological problems. Laboratory work involves physiological experiments with frogs, rats, and human subjects.

*Prerequisites:* Biology 101-102; Chemistry 101-102. Chemistry 351-352 recommended.

**386. Plant Physiology. (2 hrs. lec., 6 hrs. lab per week) (5) (On demand)**

A study of basic plant principles such as cell properties, photosynthesis, respiration, growth, and water-mineral-soil relationships.

*Prerequisites:* Biology 101-102, 334, and 336; Chemistry 101-102, 351-352.

# Business Administration

## B.A.

\*The major requirements for the Bachelor of Arts in Business Administration consist of the following courses: Business Administration 151, 161-162, 351-352, three of the following four courses 355, 371, 376 and 380, 440, and 450; Computer Science 151; Economics 149-150; Mathematics 314 and 360.

## B.B.A.

\*The major for the Bachelor of Business Administration consists of (a) the following core courses: Business Administration 151, 161-162, 351-352, 355, 376, 380, 440, and 450; Computer Science 151, Economics 149-150, Mathematics 314 and 360; (b) one of the following concentrations:

1. Accounting: (Business Administration 360-361), and two of the following courses: Business Administration 362 or 363 or 364.
  2. Business Economics: Theory (Economics 301 or 303); History (Economics 302 or 312); 10 hours from two of the following areas: Economic Organization (Economics 323 or 341), Finance (Economics 331 or 332), or Economic Functions (Economics 342 or 343).
  3. General Business: Business Administration 371, and three of the following courses: Business Administration 356 or 372 or 381 or 391.
- and (c) 15 quarter hours from a list of approved electives.

\*A student must choose between the Bachelor of Arts degree with a major in Business Administration or Economics and the BBA degree. It is not permissible to receive both degrees.

## M.B.A.

LaGrange College offers a program leading to the Master of Business Administration degree. Although the program has no majors, the emphasis is on the management function of business, particularly for the manager between the first line supervisor and the top executive.

The program consists of 90 quarter hours of work. The foundation courses (30 quarter hours) may be exempted in whole or in part upon the evidence of satisfactory undergraduate preparation. Completion of course requirements with an average of 3.0 or better and no more than two C's is required. The grade of B is required in the capstone course, BuA 680 Business Policy. In addition, the prospective graduate must satisfactorily complete a comprehensive examination by the end of the next-to-last quarter of attendance.



## A.A.

### A. General Requirements — 53 Qtr. Hrs.

- I. English: 104, 105, 106, 108
- II. Spc 101, 102, 105, 110; Art 109, 110, 111, or Mus 112, 114.
- III. Modern Foreign Languages: French 101, 102\*, 103\*, 121\*; German 101, 102\*, 103\*, 121\*; Spanish 101, 102\*, 103\*, 121\*.
- IV. Mathematics: 110, 111, 122, 123\*, 124\*.
- V. Religion and Philosophy: Religion 101, 102, (103-104)<sup>1</sup>, 110.
- VI. Science: Biology 101, 102; Chemistry 101, 102\*; General Science 101, 102\*, 103; Physics 101, 102\*.
- VII. Social Sciences: History 101, 102, 111, 112; Economics 149; Political Science 101.
- VIII. Behavioral Sciences: Psychology 149; Sociology 146, 147, 148.

Physical Education — 3 quarters — 3 quarter hours.

English 101, 102; Economics 149, and 10 qtr. hrs. of Mathematics are required. At least 7 areas may be chosen and no more than 10 quarter hours may be chosen from any area.

### B. Business Administration — 40 Qtr. Hrs.

BuA 161 Principles of Accounting I  
BuA 162 Principles of Accounting II  
BuA 351 Business Law  
BuA 355 Corporate Finance  
BuA 371 Principles of Management  
BuA 376 Personnel Management  
BuA 380 Principles of Marketing  
and one other Business Administration course.

<sup>1</sup>(103-104) may substitute for Rel 101

\* Courses have pre-requisites

## Business Administration

**151. Introduction to Business.** (5) Fall, Winter, Spring.

A brief introduction to the major functional areas of business, and its role in the economy.

**161. Principles of Accounting.** (5) Fall, Winter, Spring.

The basic concepts and procedures of accounting primarily from the standpoint of business management.

**162. Principles of Accounting.** (5) Fall, Winter, Spring.

Continuation of Business Administration 161.

**261. Managerial Cost Applications.** (2) Fall 1986.

A survey of financial and capital budgeting techniques. An emphasis on short-term and long-term forecasting and control. Includes introduction to the elements of production costs and costing techniques, CVP analysis, and variance analysis.

**262. Accounting Applications of Computers.** Winter 1987.

A survey of general purpose software available for the personal computer. Emphasis on general ledger, accounts receivable, accounts payable, and financial statement generation.

**322. Social and Legal Environment of Business.** (5) Fall.

A study of current social and regulatory challenges faced by business.

*Prerequisite:* Upper division status.

**351. Business Law I.** (5) Fall.

A course designed to provide a knowledge of law that the student will need in business.

**352. Business Law II.** (5) Winter.

A continuation of Business Administration 351.

**355. Corporate Finance.** (5) Fall, Spring.

A survey of the principles of corporate finance: organization, structure and practices.

*Prerequisite:* BuA 161.

**356. Corporate Financial Management.** (5) Winter.

A study of major corporate financial management responsibilities: capital structure, financing, working capital and maximization of market value. Case studies used.

*Prerequisite:* BuA 355.

**360. Intermediate Accounting.** (5) Fall.

The basic problems of accounting for manufacturing concerns, particularly corporations. Attention from an accounting viewpoint given to tax and financing problems of these concerns.

**361. Intermediate Accounting.** (5) Winter.

Continuation of Business Administration 360.

**362. Cost Accounting.** (5) Spring.

An intensive analysis of cost accounting principles, practices, and procedures of manufacturing concerns as applied to job order and process cost systems. Special attention to cost accounting as a tool of management.

**363. Advanced Accounting.** (5) Spring. (On demand)

Amplification of principles of accounting and study of problem areas.

**364. Income Taxation.** (5) Winter.

A study from an accounting viewpoint of the theory of income taxation, with particular attention given to individual and business tax problems at the local, state, and federal levels.

*Prerequisites:* BuA 161, 162, 361, 363.

## Departments and Courses

### **365 Auditing. (5) Winter.**

A study of the decision-making process of auditing.

### **366 Intermediate Accounting III. (5) Spring.**

A continuation of BuA 361.

### **371. Principles of Management. (5) Fall, Winter.**

An introduction to the basic concepts and functions of management in organizations, and the analysis of selected management problems.

### **372. Industrial Management. (5) Spring.**

A study of the concepts and methods utilized in the management of the production process in the industrial enterprise.

*Prerequisite:* either BuA 371 or BuA376.

### **376. Managing Human Resources. (5) Winter, Spring.**

The study of the basic principles and functions of effective personnel administration and human resource management and personnel administration.

### **380. Principles of Marketing. (5) Winter, Spring.**

An introduction to the important principles of marketing management, and to the role of marketing in today's society.

### **381. Advanced Marketing. (5) Fall.**

Intensive study of selected aspects of marketing management such as marketing research, product and pricing strategies, and marketing communication programs.

*Prerequisite:* BuA 380.

### **391. Managing the Small Business. (5) Fall.**

The study of the management functions involved in the establishment and maintenance of a small business; and of the particular opportunities, characteristics and problems associated with this type of enterprise.

### **440. Problems of Business. (5) Fall, Spring.**

A computer-based simulation approach to business management situations, emphasizing development of appropriate problem-solving communication capabilities.

*Prerequisites:* two courses from BuA 355, 371, 376, or 380, senior standing, and consent of instructor.

### **450. Senior Seminar. (5) Winter.**

A coordinating seminar providing each student with the opportunity for broader application of his prior training in business administration and economics. Major attention given to the development and communication of individual perspectives and conclusions. An independent study project required.

## Graduate Courses

Completion of the Master of Business Administration program requires 60 hours of 600-level course work for a student who has satisfied all of the preparatory requirements. Normally a student with a baccalaureate degree in business will have satisfied all of the preparatory requirements. Other students, depending on their college background, may meet these requirements by taking from 5 to 30 hours of preparatory course work. (See separate bulletin for other requirements for participation in the MBA program.)

### Preparatory Requirements

The following courses constitute the preparatory requirements. Students with prior appropriate course work in these areas will not be required to take these courses.

**501. Accounting Fundamentals. (5) Fall.**

Study of the basic concepts and procedures of accounting, and the major financial statements, from a managerial perspective.

**505. Computers in Business I. (5) Winter.**

An introductory study of the use of computers in business, and of the fundamentals of computer programming.

**511. Micro- and Macro-Economics. (5) Winter.**

A managerial perspective of the basic economic principles.

**521. Management and Organizational Behavior. (5) Fall.**

Study of the basic concepts and functions of management and the organization.

**531. Marketing Fundamentals. (5) Spring.**

Study of the managerial aspects of the marketing function, the marketing concept and marketing's role in the economy.

**541. Finance Fundamentals. (5) Spring.**

Study of the major aspects of financial management and planning in business enterprise.

### Degree Requirements

The degree requirements consist of an integrated core of courses required of all students (45 quarter hours), and three electives (15 quarter hours). These requirements are as follows:

#### Level I — Six courses, all required:

**602. Applied Decision Sciences I. (5) Fall.**

A study in the application of specific models and quantitative techniques to business problem analysis. Includes such topics as statistical inference, correlation and regression, and optimization and programming models.

**612. Managerial Economics. (5) Winter.**

Analysis of decision theory and criteria for managerial decision making concerning pricing, output, and scale and control of operations.

**621. Organizational Behavior. (5) Winter.**

A study of the major historical perspectives, and the current challenges and opportunities, with regard to maximizing human resource development and effectiveness.

**622. Social and Legal Environment of Business. (5) Fall.**

Developing the ability to effectively interpret and deal with the social, legal and political environment in which business operates.

**624. Operations Management. (5) Spring.**

Study of the major problems and practices of operations management. Includes topics such as strategic planning, project management, and design of management information and decision systems.

**642. Corporate Finance. (5) Spring.**

Major techniques of corporate financial analysis and management, including capital structure, financing, working capital and maximization of market values.

**Level II Electives — three courses required:**

**600. Effective Business Communication. (5) (On demand)**

A study and application of techniques designed to develop more effective written and oral presentations of proposals, reports and research analyses.

**606. Applied Decision Sciences II. (5)**

Further development of the study initiated in BuA 602. (On demand)

**609. Computers in Business II. (5) (On demand)**

Further study of computer programming and the use of computers in business.

**626. History of Business. (5) (On demand)**

Survey of the history and development of business practices within the economy.

**627. Entrepreneurship. (5) (On demand)**

Analysis of entrepreneurial roles and practices in the economy. Includes feasibility studies.

**628. Human Resource Management. (5) (On demand)**

Study of the major activities of the human resource management function, and of their influences on employee effectiveness and their relationships to such external influences as labor markets and governmental regulation.

**631. International Business. (5) (On demand)**

A study of the major opportunities, challenges, and approaches to increased effectiveness, in the international business arena.

**636. Marketing Management. (5) (On demand)**

Advanced study of selected strategic management aspects of the marketing function. Special emphasis on key information-gathering and decision-making processes.



**650. Thesis Option. (5) (On demand)**

Provides opportunity for meaningful research study and report on an appropriate topic of particular interest to the individual student.

*Prerequisites:* Six 600-level courses, and prior approval of the topic by Department Head.

**Level II Required Courses — all three required:**

**670. Management Systems. (5) Fall.**

A study of the systems, structures and human resource utilization methods employed by goal-seeking organizations.

*Prerequisite:* Six 600 level courses, including BuA 621.

**675. Strategic Management. (5) Winter.**

A study of the development and utilization of the emerging increasingly interactive perspective on total enterprise management.

*Prerequisite:* BuA 670.

**680. Policy. (5) Spring.**

Capstone case-study course treating the critical senior management challenges of business policy formulation and strategic management. Particular emphasis on innovation and the management of change.

*Prerequisite:* BuA 675.

## Chemistry

A major in Chemistry consists of a minimum of 40 hours of chemistry courses as approved by the academic adviser; Biology 101, 102; Computer Science 151, and Physics 101-102-103 or 121-122-123. It is strongly recommended that the student take additional computer science courses, mathematics courses including calculus, an advanced biology course, and that he acquire a reading knowledge of the German language.

The approved program of teacher education in secondary science with emphasis in Chemistry and the professional education sequence will satisfy the requirements for a major in Chemistry.

**101. General Chemistry I. (3 hrs. lec., 4 hrs. lab per week) (5) Fall, Winter, Spring.**

A study of theoretical and descriptive chemistry, including some organic compounds, demonstration of fundamental principles, and practical applications.

**102. General Chemistry II. (3 hrs. lec., 4 hrs. lab per week) (5)**

A continuation of Chemistry 101.

*Prerequisite:* CHM 101.

**311. Quantitative Analysis I. (2 hrs. lec., 6 hrs. lab per week) (5) (On demand)**

A study of the theory and practice of volumetric and gravimetric quantitative analyses.

*Prerequisites:* Chemistry 101-102.

**312. Quantitative Analysis II. (2 hrs. lec., 6 hrs. lab per week) (5) (On demand)**

A study of advanced analytical techniques, emphasizing instrumental analyses.

*Prerequisite:* Chemistry 311, or consent of the instructor.

**313. Qualitative Analysis. (1 hr. lec., 8 hrs. lab per week) (5) Spring.**

A study of semi-micro qualitative analyses of inorganic substances.

*Prerequisites:* Chemistry 101-102.

**342. Inorganic Chemistry. (3 hrs. lec., 4 hrs. lab per week) (5)**

A study of the principles and properties of inorganic substances. (On demand)

*Prerequisites:* Chemistry 101-102.

**351. Organic Chemistry I. (3 hrs. lec., 4 hrs. lab per week) (5) Fall.**

A study of aliphatic and aromatic compounds in detail, emphasizing the basic foundation necessary to carry out advanced work in organic chemistry.

*Prerequisites:* Chemistry 101-102.

**352. Organic Chemistry II. (3 hrs. lec., 4 hrs. lab per week) (5) Winter.**

A continuation of Chemistry 351.

*Prerequisite:* CHM 351.

**353. Organic Chemistry III. (3 hrs. lec., 4 hrs. lab per week) (5) Spring.**

A continuation of Chemistry 352.

*Prerequisite:* CHM 352.

**354. Qualitative Organic Analysis. (1 hr. lec., 8 hrs. lab per week) (5) (On demand).**

A study of the theory and practice of the separation and identification of organic substances by the transformation of organic functional groups.

*Prerequisite:* Chemistry 352.

**361. Physical Chemistry I. (3 hrs. lec., 4 hrs. lab per week) (5) (On demand).**

A study of the basic principles of physical chemistry.

*Prerequisites:* Chemistry 101-102; Physics 101-102, or 121-122.

**362. Physical Chemistry II. (3 hrs. lec., 4 hrs. lab per week) (5) (On demand).**

A continuation of Chemistry 361.

*Prerequisite:* CHM 361.

**374. Chemical Electronics. (5) (On demand).**

A study and practice in electronics as applied in the chemical laboratory.

*Prerequisite:* consent of instructor.

**383. Biochemistry I. (5) Winter.**

An introduction to elementary physiological chemistry, including a study of colloidal systems and the properties of several metabolites.

*Prerequisites:* Biology 101-102; Chemistry 101-102, 351-352.

**384. Biochemistry II. (5) Spring.**

A continuation of Biochemistry 383.

*Prerequisite:* CHM 383.

## Computer Science

In order to be accepted as a major in the Computer Science Department a student must have a GPA of 2.0 or better. The student may elect to pursue a BA degree, BS degree, or a minor. For all options mentioned students must take the following courses: CSC 151, 161, 199, and one of the following three courses: CSC 180, 185, or 190. All Computer Science courses require laboratory experiences as a part of the course requirements.

Additional requirements for the BA major include eight 300 level, or higher, Computer Science courses, to include CSC 300, either CSC 335 or 340, and four math courses: MTH 122, 123, 124 and one of the following: MTH 316, 335, 370, 410.

Additional requirements for the BS major include ten 300 level, or higher, Computer Science courses, to include CSC 300, either CSC 335 or 340, CSC 495 and five math courses — MTH 122, 123, 124, and two of the following: MTH 316, 335, 370, 410. Also Technical Writing is required.

Additional requirements for the minor include four 300 level, or higher, Computer Science courses, to include CSC 300, and either CSC 335 or 340.

**151. Introduction to Computer Science. (5) (4 hrs. lec., 2 hrs. lab per week)**

An overview identifying computer components and their functions. An introduction to programming languages and algorithm development. Programming will be in BASIC.

**161. Introduction to Editing and System Languages. (2)**

This course is designed to assist and familiarize the student with the operation of the advanced operating system (AOS) and with the various editing techniques that are available for his use.

**162. Introduction to Microcomputers. (3) (2 hrs. lec., 2 hrs. lab per week)**

This course is designed to assist and familiarize the student with operation of a personal computer and the operation of a Disk Operating System (DOS). This course also covers personal computer applications such as a database system, a word processor, and a spread sheet.

**180. FORTRAN IV Programming. (5) (4 hrs. lec., 2 hrs. lab per week)**

A study of FORTRAN involving more advanced concepts than in CSC 151. This language is primarily used in the science and mathematics areas.

*Prerequisite:* CSC 162.

**185. COBOL Programming I. (5) (4 hrs. lec., 2 hrs. lab per week)**

A study of COBOL involving more advanced concepts than in CSC 151. This language is primarily used in the business areas. Emphasis on information retrieval problems. Team project required.

*Prerequisite:* CSC 162.

**186. COBOL Programming II. (5) (4 hrs. lec., 2 hrs. lab per week)**

Advanced programming concepts with a strong emphasis on ISAM FILES and interactive programming.

*Prerequisite:* CSC 185.

**190. PASCAL IV Programming. (5) (4 hrs. lec., 2 hrs. lab per week)**

A study of Pascal involving more advanced concepts than in CSC 151. This is a structured language useful in all areas.

*Prerequisite:* CSC 162.

**195. RPG II Programming. (5) (4 hrs. lec., 2 hrs. lab per week)**

A study of RPG II involving more advanced concepts than in CSC 151. This language is primarily used in the solution of business-oriented problems.

*Prerequisite:* CSC 162.

**199. Introduction to Algorithmic Design. (5) (4 hrs. lec., 2 hrs. lab per week)**

Problem solving and algorithmic design in a procedural language (PL/I). Structured programming concepts, debugging and testing, string processing, searching and sorting, basic data structures, and recursion.

*Prerequisite:* CSC 151 and CSC 161. NOTE: This course is a prerequisite for all 300/400 level courses.)

NOTE: CSC 199 IS A PREREQUISITE FOR ALL FOLLOWING COURSES!!

**300. Introduction to Computer Systems. (5) (4 hrs. lec., 2 hrs. lab per week)**

Computer structure and machine language, assembly language programming. Addressing techniques, macros, file I/O, program segmentation and linkage, assembler construction, and interpretive routines.

**305. Introduction to Computer Organization. (5) (4 hrs. lec., 2 hrs. lab per week)**

Basic logic design, coding, number representation and arithmetic, computer architecture, micro-programmed architecture and organization, and multilevel machines.

*Prerequisite:* CSC 300.

**315. Introduction to File Processing. (5) (4 hrs. lec., 2 hrs. lab per week)**

Concepts of I/O management (fields, keys, records, and buffering). File organization, file operations, and data structures. Time and storage space requirements. Data security and integrity.

*Prerequisite:* CSC 300.

**320. Systems Programming. (5) (4 hrs. lec., 2 hrs. lab per week)**

Basic concepts and terminology of systems programming including the use and implementation of assemblers, macros, loaders, compilers, and operating systems. The laboratory will involve a team project for the development of an assembler or loader.

*Prerequisite:* CSC 300

**325. Data Structures. (5) (4 hrs. lec., 2 hrs. lab per week)**

Review of basic data structures such as stacks, queues, lists, and trees. Graphs and their applications. Internal and external searching and sorting. Memory management.

*Prerequisite:* CSC 300.

**330. Analysis and Design of Logic Circuits. (5) (4 hrs. lec., 2 hrs. lab per week)**

Binary numbers; Boolean algebra, Boolean functions, truth tables and Karnaugh maps, gates and flip-flops; combinational and sequential logic circuits; design methods and design verification; logic families and logic technologies.

*Prerequisite:* CSC 300.



**331. Organization of Programming Languages. (5) (4 hrs. lec., 2 hrs. lab per week)**

An introduction to the structure of programming languages. Language definition structure, data types and structures, control structures and data flow. Run-time consideration, interpretative languages, lexical analysis and parsing.

*Prerequisite:* CSC 300.

**335. Digital Computer Architecture. (5) (4 hrs. lec., 2 hrs. lab per week)**

Structures for the central computer are studied; arithmetic logic units, machine language features, information transfer, memory hierarchy, channels, etc.

*Prerequisite:* CSC 330.

**340. Microcomputer Designs. (5) (4 hrs. lec., 2 hrs. lab per week)**

Microcomputer chip sets, microcomputer system design, machine programming, PROM programming, interfacing, applications, and advanced microcomputer/microprocessor architectures will be covered. In addition various software aspects such as assembly language programming, addressing modes, etc., will be covered.

*Prerequisite:* CSC 330.

**370. Discrete Mathematical Structures in Computer Science. (5) (4 hrs. lec., 2 hrs. lab per week)**

An introduction to the mathematical tools for use in computer science. These include sets, relations, and elementary counting techniques. Algebras and algorithms, graphs, monoids and machines, lattices and Boolean algebras, groups and combinations, logic and languages will also be involved.

*Prerequisite:* MTH 123.

**405. Database Management Systems Design. (5) (4 hrs. lec., 2 hrs. lab per week)**

Introduction to database concepts. Data models, normalization, data description languages, query facilities. File organization, index organization, file security, and data integrity and reliability.

*Prerequisite:* CSC 315.

**410. Numerical Methods. (5) (4 hrs. lec., 2 hrs. lab per week)**

Introduction to numerical analysis with computer solution. Taylor series, finite difference calculus, interpolation, roots of equations, solutions of linear systems of equations, matrix inversion, least-squares, numerical integration.

*Prerequisite:* MTH 124.

**415. Advanced Program Design. (5) (4 hrs. lec., 2 hrs. lab per week)**

Advanced programming principles using the language PL/1. Organization and management of software development. Team project.

*Prerequisite:* CSC 325.

**420. Theory of Programming Languages. (5) (4 hrs. lec., 2 hrs. lab per week)**

Review of grammars, languages, and the syntax and semantics. Scanners, parsers, and translation.

*Prerequisite:* CSC 331.

**451-2-3. Special Topics. (5) (4 hrs. lec., 2 hrs. lab per week)**

This series of courses will provide the student with material not covered in the courses above. Topics such as Computer Graphics, Telecommunications, Microcomputer Interfacing, etc., will be covered.

*Prerequisite:* Determined by topic.

## Criminal Justice

A student may seek an Associate Arts degree in criminal justice or may elect criminal justice courses as a part of another program. The requirements for the A.A. degree in criminal justice are as follows:

1. Completion of three hours of physical education or its equivalent, or criminal justice/sociology electives.
2. Satisfactory completion of the following general education courses:
  - Section I    English 101 — 5 hrs. Reading and Composition  
               English 102 — 5 hrs. Reading and Composition  
               Speech 105 — 5 hrs. Speech Fundamentals  
               Political Science 101 — 5 hrs. United States Government  
               Mathematics 110 — 5 hrs. Fundamentals of Mathematics  
               Sociology 146 — 5 hrs. Introduction to Sociology  
               Psychology 149 — 5 hrs. Introduction to Psychology  
               Economics 149 — 5 hrs. Introduction to Economics
  - Section II    5 hrs. from the following History/Political Science courses:  
               History 111 — 5 hrs. History of United States to 1865  
               History 112 — 5 hrs. History of United States 1865 to Present  
               Political Science 301 — 5 hrs. State and Local Government
  - Section III   10 hours from the following Lab. Science courses:  
               Both courses must come from the same area.  
               Biology 101 — General Biology I — 5 hrs.  
                       102 — General Biology II — 5 hrs.  
               Chemistry 101 — General Chemistry — 5 hrs.  
                       102 — General Chemistry II — 5 hrs.  
               General Science 101 — Physical Science I — 5 hrs.  
                       102 — Physical Science II — 5 hrs.
3. Satisfactory completion of the following Criminal Justice core courses:
  - Criminal Justice 101 — Introduction to Law Enforcement — 5 hrs.
  - Criminal Justice 102 — Introduction to Corrections — 5 hrs.
  - Criminal Justice 103 — Police Administration — 5 hrs.
  - Criminal Justice 301 — Criminal Law I — 5 hrs.
  - Criminal Justice 302 — Criminal Law II — 5 hrs.
  - Criminal Justice 303 — Criminal Investigation — 5 hrs.
  - Criminal Justice 306/Dual listed Sociology 306 Juvenile Delinquency — 5 hrs.
  - Criminal Justice 307/Dual listed Sociology 307 Criminology — 5 hrs.

Total Hours — 98

## *Departments and Courses*

### **101. Introduction and Law Enforcement. (5)**

A very broad orientation and introduction to the field of law enforcement.

### **102. Introduction to Corrections. (5)**

A course designed to provide an overview of the United States correctional system.

### **103. Police Administration. (5)**

A study of police organizations and their related managerial functions.

### **301. Criminal Law I. (5)**

An overview of criminal procedure from arrest and trial through appeal.

### **302. Criminal Law II. (5)**

A review and analysis of the elements of American criminal statutes.

### **303. Criminal Investigation. (5)**

A study of the scientific, procedural and intuitive aspects of the investigation of crimes against persons and property.

### **306. Juvenile Delinquency. (5)**

An analysis of the nature and causes of juvenile delinquency and an evaluation of treatment or preventative programs in this area of behavior.

### **307. Criminology. (5)**

A study of criminal behavior and its treatment. An overview of treatment of the offender by means of imprisonment, probation, and parole.

## **Dance**

The following courses in dance are offered. Dance courses fulfill the general education physical education requirements.

### **106. Folk and Square Dance. (1)**

### **107. Modern Dance. (1)**

### **160. Beginning Ballet I. (1)**

### **161. Beginning Ballet II. (1)**

### **162. Beginning Ballet III. (1)**

### **163. Intermediate Ballet I. (1)**

### **164. Intermediate Ballet II. (1)**

### **165. Intermediate Ballet III. (1)**

### **170. Advanced Ballet. (1)**

# Economics

The major in Economics consists of the following courses: Computer Science 151, Economics 149-150, 301, 302, 303, 331, and 450; Mathematics 314 and 360. In addition, the student must elect 10 quarter hours from the other offerings in economics.

The approved program of teacher education in Economics consists of a minimum of 50 hours as approved by the major academic adviser, and the professional education sequence. (See page 97)

**149. Principles of Economics.** (5) Fall, Winter, Spring.

A basic foundation in economic principles. The basic course for all courses in economics and business administration except Business Administration 161-162, 361, 363, 364.

**150. Principles of Economics.** (5) Fall, Winter.

A continuation of Economics 149.

**301. Micro-Economics.** (5) (On demand)

A study of modern economic theory presenting value, distribution, and income theory at the intermediate level of analysis.

**302. History of Economic Thought.** (5) (On demand)

A study of the history of economic thought.

**303. Macro-Economics.** (5) (On demand)

A study of the economy as a whole at the analytical level of intermediate theory. (On demand)

**312. Economic History of the United States.** (5) Fall (On demand)

American economic development from colonial times to the present. (See also History 312.)

**322. Social and Legal Environment of Business.** (5) Fall.

A study of current social problems faced by business.

*Prerequisite:* Upper division status.

**323. Comparative Systems.** (5) (On demand)

Study and evaluation of the theories underlying present day economic systems. Policies and proposed changes, with respect to maintenance of full employment; distribution of income and economic growth.

**331. Money and Banking.** (5) (On demand)

Our present-day money and banking system and how it works.

**332. Public Finance.** (5) (On demand)

Governmental expenditures, revenues and credit; the structures of the federal, state, and local tax systems.

**342. Government and Business.** (5) (On demand)

The interrelationships of government and business in American economic life; relationships of government and business, labor and agriculture.

**343. Labor Economics. (5) (On demand)**

The problems of the economics of wages and employment, study of the labor market, and organized labor and collective bargaining.

**450. Senior Seminar. (5) Winter.**

A coordinating seminar providing each student with the opportunity for broader application of his prior training in business administration and economics. Major attention given to the development and communication of individual perspectives and conclusions. An independent study project required.



# Education

## Teacher Certification

Certification requirements are established by the State of Georgia's Department of Education. LaGrange College offers a variety of degree programs which are approved by the State of Georgia's Department of Education and lead to certification in Georgia.

At the undergraduate level, completion of an approved program conducted by the college qualifies a student to be certified at the NB-4 level. Upon graduation applicants may qualify for Performance-Based certification (PBT-4) by attaining a qualifying TCT score and demonstrating acceptable performance by an on-the-job assessment.

Master of Education programs conducted by the college are designed for students entering the program with an NB-4, NT-4, or PBT-4 certificates. Completion of Master of Education degrees qualifies these individuals at the fifth year level. Those individuals who do not have at least an NB-4 certificate must take course work leading towards NB-4 certification prior to taking courses leading to a Masters of Education degree. These courses must be approved by the Teacher Certification Services Office of the Georgia State Department of Education and their adviser within the Education Department.

In addition, the College offers coursework leading to certification for individuals who hold a degree in other fields or wish to renew or add to their current area of certification. These students will be evaluated on an individual basis and should have their course work approved by the Teacher Certification Services Office of the Georgia State Department of Education and their adviser within the Education Department.

## Admission to Undergraduate Teacher Education

In order to be admitted to Teacher Education, a student must meet the following criteria:

- A. Have an overall GPA of 2.25 or better.
- B. Writing proficiency — a grade of C or better in English 101 and 102.
- C. Oral proficiency — a grade of C or better in a speech course. (FAs 113)
- D. Past performance — a recommendation from a former college professor.
- E. Prognosis for success — an evaluation during Education 199, Introduction to Education pertinent to:
  - a. attendance
  - b. attitude
  - c. cooperation

- d. oral and written delivery skills
- e. enthusiasm for teaching, etc.

A student that has not met all of the above criteria may be admitted provisionally provided he or she has an overall GPA of 2.25 or better. The student admitted provisionally has three quarters in which to meet all of the criteria. A student may not register for an advanced course requiring a laboratory experience until all criteria for admission have been met. An education major whose GPA drops below 2.25 will be placed on departmental probation and has two quarters in which to remove the probationary status. Failure to do so may result in being dropped from the teacher education program.

## **General Education Requirements**

All students planning to complete approved programs of Teacher Education to qualify for a teaching certificate must complete at least 20 quarter hours in each of three fields outlined below.

### **Humanities**

Drama  
English  
Fine Arts  
Foreign Languages  
Music  
Philosophy  
Religion  
Speech

### **Social Sciences**

Economics  
Geography  
History  
Political Science  
Psychology  
Sociology

### **Natural Sciences and Mathematics**

Biology  
Chemistry  
Earth Science  
Geology  
Mathematics  
Physics

## **Curricula for Professional Education**

The curricula outlined for teacher education candidates are so arranged that a student may qualify for certification in Art Education, Early Childhood Education, Middle Childhood Education, or Secondary Education as approved by the Georgia State Board of Education. For secondary certification planned programs are offered in Economics, English, History, Mathematics, and Science.

To complete an approved program of teacher education in any field, these steps must be followed: (1) admission to Teacher Education, (2) admission to student teaching at the beginning of the quarter prior to student teaching, (3) an overall 2.25 GPA in the Bachelor's degree program, (4) a C or better in all courses applied to the teaching field and in the professional education courses, and (5) application for the teaching certificate at the end of the final quarter. Conferences with the Department of Education are required at each step.

## Approved Program in Early Childhood Education

Professional courses: Education 199, 342, 360, 365, 449, 459, 490 C.

Specialized subject matter: Art 331; Education 317, 319, 341, 355, 456, 458; Health and Physical Education 320, 331; Mathematics 317; and electives approved by the Department of Education.

## Approved Program in Middle Childhood Education

Professional courses: Education 199, 363, 449, 459, 490E, 490M; Psychology 302, 304.

Core courses: Education 318, 322, 355, 455 and 457.

Specialized subject matter: A major concentration in a subject area of twenty-five quarter hours and a minor concentration in a second subject area of twenty quarter hours.

## Approved Programs in Secondary Education

Professional courses: Education 199, 362, 449, 459, 490S; Psychology 302, 304.

Additionally, a method's course, taught by the Department in which a student is majoring is required. Education 355 is required for English certification.

Courses in English: All courses required for the major.

Courses in secondary science (Biology): Biology 101, 102 and 40 additional hours of Biology approved by the major adviser; Chemistry 101, 102, 351 and 352; Physics 101, 102; Math through 111 or 122; General Science 312. This program satisfies the requirements for a major in Biology.

Courses in secondary science (Chemistry): Chemistry 101, 102, 311, 313, 351, 352, 353, 361; fifteen hours of Biology; Computer Science 151; fifteen hours of Physics; Mathematics 316 (or 314); and General Science 312. This program satisfies the requirements for a major in Chemistry.

Courses in Economics: Economics 149, 150, 301, 302, 331, 450; Mathematics 314; and three additional courses in Economics; one 300-level course in two of the following areas: History, Political Science, and Sociology.

Courses in History: History 101 and 102; two courses from 307, 308, 310 and from 372, 374, 375; History 490, Senior History Seminar; History 360, Social Science Methods and five additional courses at the 300 level in History. One 300 level course in two of the following areas: Economics, Sociology, Political Science. The Department strongly recommends that students seeking certification select History 111 and 112, 315 and 306, and Geography 180 as electives and background for the Georgia Teacher Certification Test.

Courses in Mathematics: Mathematics 122, 123, 124, 160, 306, 310, 316, 333, 340, and 380 plus one additional course selected from Mathematics 153,

305, 322, 323, 334, 335, 343, 344, 358, and 360. In addition, the following Computer Science courses are required: Computer Science 151 or 152 and 162.

In secondary education a major is required in the chosen teaching discipline. Approved programs are listed in this catalogue under the major department. The Education Department cooperates with other departments in counseling students about their choice of majors.

## **Approved Program in Art Education**

Professional courses: Education 199, 459, 490A, 449, 362, and Psychology 302; Specialized subject matter: Art 109, 110, 111; Art 151, 152, 153, 171, 173, 180, 183, 321, 323, 331.

## **Master of Education Degrees**

The Master of Education degree is offered in Early Childhood and Middle Childhood Education. These programs are fully accredited by the Southern Association of Colleges and Schools and the Georgia State Department of Education.

### **CANDIDACY**

Admission to graduate study does not constitute admission to candidacy for the M.Ed. degree. Students may apply for degree candidacy after they have completed 30 hours of graduate credit. Moreover, the student must have the recommendation of the department head in the specialized area and an overall grade average of B (3.0) on graduate courses taken with no grade below C. No grade below C will be accepted toward the degree.

### **FINAL EXAMINATION**

After students have been admitted to candidacy for the M.Ed. degree, they must make application for a final examination. This examination, written and/or oral, will be presided over by the chairman of the department in the area of the student's specialization, and is open to all members of the graduate faculty teaching in the student's elected fields.

### **THESIS**

LaGrange College does not require a thesis for the Master of Education degree.

## GUIDANCE AND COUNSELING

1. Upon acceptance the student is assigned an adviser.
2. With the help of the adviser each student plans a program of study to satisfy requirements in a chosen teaching field and which best meets individual needs.
3. In order to establish definite goals as well as intermediate objectives, a periodic checklist and a definite timetable will be mutually agreed to by student and advisers.

## PROGRAM DESIGN

A detailed structure of the specified programs follows:

**Early Childhood Education** 55 qtr. hrs.

**Professional Core** 25 qtr. hrs.

Edu 501	Foundations of Education
Psy 504	Advanced Educational Psychology
Edu 510	Methods of Educational Research
Edu 524	Current Trends in Early Childhood Curriculum
Edu 525	Advanced Child Development

**Content Area** 25 qtr. hrs.

Edu 543	Analysis and Correction of Reading Difficulties
Edu 541	Problems in Teaching Reading
Edu 526	Communication Arts for the Young Child
Edu 519	Mathematics for the Young Child
Edu 517	Science for the Young Child
Edu 527	Creative Activities for the Young Child
Edu 536	Trends in Elementary Social Studies
Edu 540	Children's Literature

**Electives** 5 qtr. hrs.

Edu 528	Practicum in Early Childhood Education
Edu 559	Introduction to Pupils with Special Needs or five additional hours from content area above

**Middle Childhood Education** 55 qtr. hrs.

**Professional Core** 20 qtr. hrs.

Edu 501	Foundations of Education
Psy 504	Advanced Educational Psychology
Edu 505	Advanced Middle Childhood Curriculum
Edu 510	Methods of Educational Research



### Primary and Secondary Concentration

25 qtr. hrs.

Edu 518	Science in the Middle Childhood School
Edu 520	Advanced Trends in Language Arts
Edu 543	Analysis and Correction of Reading Difficulties
Edu 541	Problems in the Teaching of Reading
Edu 537	Trends in Middle School Social Studies
His 506	History of the South
His 515	Georgia History
Mth 558	Fundamentals of Algebra and Geometry
Mth 514	Statistics with Probability
Edu 522	Mathematics for the Middle School
Bio 530	Environmental Science
GSc 592	History of Science
Eng 502	Advanced Grammar
Eng 503	Advanced Literature in the Middle School

**Electives** — selected from the following or  
primary or secondary concentrations  
based upon preassessment

10 qtr. hrs.

Edu 529	Practicum in Middle Childhood Education
Edu 549	Educational Media
Edu 559	Introduction to Pupils with Special Needs

#### **199. Introduction to Education. (5)**

An introduction to the field of education.

*Prerequisite to all other education courses.*

#### **\*317. Science for Early Childhood Teachers. (5)**

An introduction to the process of concept formation in science for the pre-school child by means of science observations and explanations of the natural world.

#### **\*318. Science in the Middle School. (5)**

An introduction to the major ideas and accomplishments in all fields of science, with particular reference to the needs of science, with particular referenced to the needs of the middle childhood teacher.

#### **319. Mathematics for Early Childhood Teachers. (5)**

A study of mathematical concepts unique to early childhood education.

*Prerequisites: Mathematics 111 or 122 or permission of adviser.*

#### **322. Mathematics for Middle School Teachers. (5)**

A study of mathematical concepts unique to middle school education.

*Prerequisites: Mathematics 111 or 122 or permission of adviser.*

#### **341. Early Childhood Music and Creative Activities. (5)**

Selection and presentation of activities for young children in art, music, science, literature, and related fields. Participation in appropriate settings.

\*Restricted to Education Majors.

**342. The Family and the Young Child. (5)**

A study of the child in his family setting, with special emphasis on the role of the family in his total development.

**\*355. Teaching of Reading. (5)**

A study and practice of methods for teaching reading in the elementary grades.

**356. Psycholinguistic Reading in the Elementary School. (5)**

Analysis of current trends and practices in the teaching of reading (Grades K-8). Emphasis will be on psycholinguistic reading and practical application to the classroom and focus given to approaches presently being used in the elementary schools.

**\*360. Early Childhood Curriculum and Methods. (5)**

A study of the materials, organization, methods, and equipment used in early childhood education.

**\*362. Secondary Curriculum and Methods. (5)**

A general methods course for prospective secondary teachers. Appropriate specific subject-matter, problems of curricula, classroom management, supervised study, and observation in public secondary schools.

**\*363. Curriculum in the Middle School. (5)**

A course for Middle Education majors dealing with basic principles of curriculum development. Supervised observation in middle childhood classrooms.

**\*365. Practicum in Early Childhood Development. (5)**

A survey of the physical, social, emotional, and intellectual development of the young child during first eight years. Observation in appropriate settings.

**372. Foundations of Classroom Management. (5)**

A course designed to assist students in investigating and evaluating the relationship between teacher effectiveness and classroom management. Specifically how teacher planning, organization, and effectiveness relate to classroom management. Emphasis will also be given to various roles expected of a teacher, alternative approaches to classroom discipline, both large and small group organization, and awareness of teacher stress, causes, and related problems.

**449. Educational Media. (5)**

The theory, preparation, and utilization of multi-sensory aids.

**\*455. Language Arts in the Middle School. (5)**

The selection, content, and use of various types of literature in the middle school.

**\*456. Children's Literature and Language Arts. (5)**

The selection, content, and use of various types of literature in the elementary school.

**\*457. Social Studies in the Middle School. (5)**

Objectives, methods, content, and materials in middle school social studies programs.

**\*458. Social Studies in the Elementary School. (5)**

Objectives, methods, content, and materials in elementary school social programs.

**459. Introduction to Pupils with Special Needs. (5)**

A study of identification and diagnostic techniques for teachers as related to areas of exceptionality among students and of alternative styles of teaching to meet special needs.

**†490C. Early Childhood Student Teaching. (15)**

**†490M. Middle Childhood Student Teaching. (15)**

**†490S. Secondary Student Teaching. (15)**

## **Graduate Courses**

**501G. Foundations of Education. (5)**

An advanced course in the nature of education with reference to philosophical, historical, psychological, sociological, and cultural development. An examination of aims and values, learners and the learning process, social implications, organization and means of support, and trends for the future. Individual and group projects required in relation to interests and needs. Performance evaluation emphasized. Selected list of reading materials. (On demand)

**505G. Advanced Middle Childhood Curriculum. (5)**

An extensive reading and study course in current trends in middle school curricula, examining innovative educational programs in this country and abroad. Individual and group projects required in relation to interests and needs. Performance evaluation emphasized. (On demand)

**510G. Methods of Educational Research. (5)**

An identification of educational problems and appropriate research strategies. An introduction to the statement of research subjects, the methods of gathering and arranging data, statistical methods of analysis, and the use and application of research results. (On demand)

**517G. Science for the Young Child. (5)**

A critical analysis of content, methodologies, and developmental procedures in science curriculum for the young child. Emphasis placed on the application of learning and sensorimotor skills to science content and processes. (On demand)

**518G. Science for the Middle School. (5)**

A critical analysis of content, methodologies and developmental procedures in science curriculum for the middle school. Emphasis placed on the application of learning and sensorimotor skills to science content and processes. (On demand)

**519G. Mathematics for the Young Child. (5) (On demand)**

A study of early childhood mathematics and methodology.

**520G. Advanced Trends in Language Arts. (5)**

A study of the development and structure of language as it affects the curriculum of the elementary school. An examination of each language area providing the elementary teacher with fundamental knowledge as a basis for classroom teaching. (On demand)

**522G. Mathematics for the Middle School Child. (5)**

A study of middle school mathematics and methodology.

**524G. Current Trends in Early Childhood Curriculum. (5)**

An extensive investigation of development issues, and trends in early childhood education curriculum. (On demand)

**525G. Advanced Child Development. (5)**

An intensive study of the emotional, social, physical, and intellectual development of children during their first nine years, emphasizing changes as a results. (On demand)

**526G. Communication Arts for the Young Child. (5)**

A study of language acquisition, development and variability, and the implementation for classroom practices. Instructional techniques in oral language activities and activities basic to experiences in written language to be explored. (On demand)

**527G. Creative Activities for the Young Child. (5)**

Selection, discussion, and implementation of creative activities in art, music, language arts, science and related fields. Special emphasis placed on growth and development that facilitate creative functioning. (On demand)

**528G. Practicum in Early Childhood Education. (5)**

Supervised practice in approved institutional setting. Close supervision maintained by a member of the faculty. (On demand)

**529G. Practicum in Middle Childhood Education. (5)**

Supervised practice in an approved middle childhood institutional setting. Close supervision maintained by a member of the faculty.

**536G. Trends in Elementary Social Studies. (5)**

An overview of the social science disciplines with extensive reading in current materials. Development of curricula and resource materials for elementary social studies and presentation of materials developed for use in the classroom. (On demand)

**537G. Trends in Middle School Social Studies. (5)**

An overview of the social science disciplines with extensive reading in current materials. Development of curricula and resource materials for middle school social studies and presentation of materials developed for use in the classroom. (On demand)

**540G. Children's Literature. (5)**

A wide selection of reading material in the field of children's literature, including critical and biographical materials. Intensive study of one area in books for children and a report on research. Development of materials for enrichment of the elementary literature program. (On demand)

**541G. Problems in Teaching Reading. (5)**

A practical application of theories in the process of reading. Identification and study of methods for dealing with normal, handicapped, slow and gifted readers. (On demand)

**543G. Analysis and Correction of Reading Difficulties. (5)**

Utilization of diagnostic and achievement tests to determine reading difficulty in elementary school children. Formal procedures for remedial classes are developed which are designed to improve instruction in the graduate student's own classrooms. The analysis of the tests and implications for correction of reading difficulties are addressed. Elementary students are used for testing, analyzing the tests and preparing remediation. A formal case study is prepared at the conclusion of this testing. (On demand)

**549G. Educational Media. (5)**

An advanced course in the philosophy, development, utilization, and evaluation of current experimentation. Major emphasis given to systems approach to media utilization. Individual and group projects required in relation to interests and needs. Performance evaluation emphasized. Selected list of reading. (On demand)

**556G. Psycholinguistic Reading in the Elementary School. (5)**

Analysis of current trends and practices in the teaching of reading (Grades K-8). Emphasis will be on psycholinguistic reading and practical application to the classroom and focus given to approaches presently being used in the elementary schools.

**559G. Introduction to Pupils with Special Needs. (5)**

A study of identification and diagnostic techniques for teachers as related to areas of exceptionality among students and of alternative style of teaching to meet special needs. (On demand)

**572G. Foundations of Classroom Management. (5)**

A course designed to assist students in investigating and evaluating the relationship between teacher effectiveness and classroom management. Specifically how teacher planning, organization, and effectiveness relate to classroom management. Emphasis will also be given to various roles expected of a teacher, alternative approaches to classroom discipline, both large and small group organization, and awareness of teacher stress, causes, and related problems.



# English Language and Literature

The aim of the Department of English Language and Literature is to teach proficiency in the use of the English language, to acquaint students with the best of their literary heritage, and to provide a broad background for those who plan to pursue graduate study in English or to teach English in the public schools, or to pursue a variety of other careers such as journalism, the study of law, and technical editing.

English 101, 102, and either 104 or 105 are prerequisite to the major in English. The major in English consists of English 302, English 335 and eight additional courses in English at 300-level or above.

The approved program of teacher education in English consists of a major in English and the professional education sequence.

## **010. 011. English for Foreign Students I. (5, 5)**

These courses will introduce students to American culture, and familiarize students with the basic principles of grammar, syntax, and paragraph writing. Both courses are required of all foreign students whose proficiency in English is not adequate, and credit will be given only after completion of both courses.

## **100. English for Foreign Students II. (5) On demand.**

Reading practice, sentence and paragraph writing, composition of themes, and delivery of oral reports. Required of all foreign students whose proficiency in English is not adequate.

## **101. Readings and Composition I. (5) Fall, Winter, Spring.**

Effective expository writing, with the reading of selected prose, poetry, and drama. A review of grammar is included.

*Prerequisite to all higher-numbered English courses.*

## **102. Readings and Composition II. (5) Fall, Winter, Spring.**

A continuation of English 101, with the addition of term-report writing. A review of grammar is included.

*Prerequisite to all higher-numbered English courses.*

## **104. English Literature I. (5) Fall, Winter, Spring.**

An examination, in historical context, of selected masterpieces of English literature from *Beowulf* to the eighteenth century.

*Prerequisite:* This course or English 105 prerequisite to all 300-level English courses.

## **105. English Literature II. (5) Fall, Winter, Spring.**

The works of British writers of the Pre-Romantic, Romantic, and Victorian periods.

*Prerequisite:* This course or English 104 prerequisite to all 300-level English courses.

## **106. Masterpieces of American Literature. (5) Fall, Winter, Spring.**

A study, in historical context, of selected masterpieces of American literature.

## **108. Backgrounds of World Literature. (5) On demand.**

The reading and examination of selected literature in translation from the Classical to the Modern.

**150. Creative Writing. (2) On demand.**

Practice in imaginative writing—poetry and fiction. Analysis of some professional writing, but emphasis on student work.

**151. Journalistic Writing. (2) On demand.**

An introduction to basic types of writing for newspapers and magazines: news, feature, interview, review, and editorial. Assignments directed toward possible publication in area newspapers. (On demand)

**151X. College Newspaper Journalism. (1) On demand.**

A workshop for preparation and publication of *The Hilltop News*. May be taken independently of English 151 and repeated for credit.

**153. Business and Technical Writing. (5) On demand.**

A study of the basic skills needed to prepare business letters and technical reports, with significant attention to a review of the fundamentals of English grammar. (On demand)

**300. Methods of Teaching English in the Secondary School. (5) On demand.**

A course dealing with the basic approaches and practical competencies in the teaching of language skills and literature.

**302. Advanced Grammar. (5) Fall, 1986.**

An intensive analysis of the traditional approach to grammar with attention to historical origins and an examination of structural and transformational-generative variations in the analysis of grammar. Required for the major in English.

**311. Advanced Literary Theory and Composition. (5) On demand.**

An introduction to literary theory and analysis of fiction and poetry; individualized guidance in imaginative writing.

**313. Continental Backgrounds. (5) (On demand)**

An examination of major classics, in modern translation, of Greek, Roman, Medieval, and Renaissance literature to about 1616.

**314. Masterpieces of Continental Literature. (5) (On demand)**

Major European classics of fiction from the Renaissance through the nineteenth century.

**320. The Age of Chaucer. (5) (On demand)**

A survey, mostly in Middle English, of English literature to about 1500, including selected works of Chaucer.

**323. History of the English Language. (5) (On demand)**

The historical development of the language.

**335. Shakespeare. (5) Spring, 1987.**

The development of Shakespeare's art, as reflected in selected individual plays or groups of plays. Required for the major in English.

**340. English Literature of the Renaissance. (5) (On demand)**

Renaissance English literature to about 1675, excluding Shakespearean drama.

**345. Milton. (5) (On demand)**

Selected poetry and prose of Milton.

**350. Restoration and Eighteenth-Century English Literature. (5) (On demand)**

Selected Restoration, Neoclassical, and Pre-Romantic English literature.

**361. The English Novel in the Nineteenth Century. (5) (On demand)**

A study of selected works of Romantic and Victorian novelists.

**363. Romanticism in English Poetry. (5) Winter, 1987.**

A study of the works of selected major nineteenth century British poets, with emphasis upon lyric verse.

**370. Modern British Literature. (5) (On demand)**

The poetry of Hopkins, Hardy, Housman, Eliot, and Yeats; fictional prose since Hardy.

**391. American Literature I. (5) Fall, 1986.**

Major Romantic writers of the United States through Whitman and Dickinson.

**392. American Literature II. (5) (On demand)**

Major writers of the Realistic and Naturalistic movements in the United States.

**393. American Literature III. (5) Winter, 1987.**

Major writers of the United States since World War I.

**394. Southern Literature. (5) (On demand)**

A study of major Southern writers from about 1815 to the present.

## **Graduate Courses**

**501G. Grammar for the Middle School. (5) Winter, 1987.**

A review of grammar as it throws light on present-day usage. Attention will be given to departures from standard English which occur frequently in colloquial usage.

**503G. Literature for the Middle School. (5) On demand.**

A discussion of texts of literary merit suitable for the middle grades. Attention will also focus upon ways a teacher might use a given piece of literature in the classroom.

## French

A minor is offered in French. All courses beyond 103 will be conducted, insofar as is practicable, in French.

**101. Elementary French. (5)**

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose. (On demand)

**102. Elementary French. (5)**

A continuation of French 101. (On demand)

**103. Intermediate French. (5)**

A continuation of French 102 with additional readings. (On demand)

**121. Introduction to French Civilization. (5)**

A study of the art, literature, history, and anthropology of France designed to increase reading comprehension and speed. (On demand)

*Prerequisite:* Consent of instructor. *This course, French 103, or consent of instructor prerequisite to all 300-level French courses.*

**199. French Travel Seminar. (5)**

A travel-study seminar composed of preliminary academic study and cultural contact with French history and contemporary French life through a program conducted in Paris, the Loire Valley, Normandy, and the South region of France. Some knowledge of French desirable. Students with proficiency in French must conduct their academic work in the language. (On demand)

**200. French Studies. (2)**

An introduction to French culture based on selected topics in social anthropology, art, and literature, with cross-cultural understanding as a goal. No knowledge of French required. (On demand)

**221. Spoken French for the Traveler I. (2)**

A course in French teaching basic pronunciation, ordering meals, counting money. *Open to those having had only high school French or no French at all.* (On demand)

**222. Spoken French for the Traveler II. (2)**

A continuation of French 221 with continued emphasis on practical, spoken French. *Some knowledge of French required.* (On demand)

**300. French Conversation and Composition. (5) On demand.**

A course stressing practice in speaking and writing French. Not open to students fluent in French.

**301. Survey of French Literature I. (5)**

A study of major writings from the Middle Ages through the eighteenth century. (On demand)

**302. Survey of French Literature II. (5)**

A continuation of French 301, covering the nineteenth and twentieth centuries. May be taken before, or without, French 301. (On demand)

**311. Lectures Expliquées. (5) On demand.**

A study of selected materials from various genres reflecting the history and culture of France.

**321. French Phonetics. (5) On demand.**

A study of French sounds with intensive drills in pronunciation. Not open to students fluent in French.

## General Science

A major in General Science consists of the following courses: Biology 101-102 and five additional courses in biology 300 or above; Chemistry 101-102 and five additional chemistry courses; Physics 101-102-103, or 121, 122, 123; Mathematics 111 or 122.

**101. Physical Science I. (4 hrs. lec., 2 hrs. lab per week) (5) Fall.**

An introduction to the physical sciences.

**102. Physical Science II. (4 hrs. lec., 2 hrs. lab per week) (5) Winter.**

A continuation of Physical Science I.

*Prerequisite:* Physical Science 101.

**103. Physical Science III. (4 hrs. lec., 2 hrs. lab per week) (5) (On demand)**

A familiarization with the techniques and concepts of forensic investigations. (On demand)

**300. Scientific Terminology. (2) (On demand)**

A study of the Greek and Latin roots forming scientific terminology. *Open to anyone.*

**312. The Teaching of Science in the Secondary Schools. (5 two-hour periods per week) (5) (On demand)**

Familiarization with several approaches to science teaching in high school. (On demand)

*Prerequisites:* Biology 101-102; Physics 101-102; Chemistry 101-102. Normally open only to juniors and seniors in the Sciences.

**492. History of Science. (5) (On demand)**

A survey of the path taken by investigators in science through the ages and the influences of their culture on their work and thought. Primarily a library-discussion course to provide an integrated viewpoint of the various science disciplines. Upper division majors in sciences.



## Geography

**180. (5)** Fall, 1987.

A survey of world geography encompassing material from basic geographic concepts to the impact of geography on the development of nations.

## German

A minor is offered in German. All courses beyond 103 will be conducted, insofar as is practicable, in German.

**101. Elementary German. (5)**

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose. (On demand)

**102. Elementary German. (5)**

A continuation of German 101. (On demand)

**103. Intermediate German. (5)**

A review of grammar and syntax with practice in reading selected texts. (On demand)

**121. Introduction to German Civilization. (5)**

A reading course designed to improve the student's proficiency in German through a study of history, literature, and culture. (On demand)

*This course, or consent of instructor, prerequisite to all 300-level courses.*

**300. German Conversation and Composition. (5)** On demand.

A course stressing practice in speaking and writing German. Not open to students fluent in German.

**301. Selected Readings in German Literature I. (5)**

A study of selected readings in German fiction, poetry, and drama. (On demand)

**302. Selected Readings in German II. (5)**

A continuation of German 301. (On demand)

# Health, Physical Education, and Recreation

The curriculum in Health, Physical Education, and Recreation is composed of two programs. The physical education activities program offers a selection of physical skills classes. These classes are designed to promote physical skill development as well as knowledge in a variety of activity areas including physical fitness and conditioning, dance, lifetime leisure pursuits, and traditional team sports. Three quarter hours of physical education activities are required. Students must select three different activities to meet this requirement. Additional hours may be elected. (NOTE: A student may take a particular activity course twice and receive credit. However, only one hour earned for that course counts toward fulfilling the physical education requirement.)

In addition, a coursework minor in Health, Physical Education, and Recreation is available to any student. This minor is designed in consultation with the Department Head in Health, Physical Education, and Recreation.

**151. Introduction to Physical Education and Recreation. (5) On demand.**  
Introduction to the fields of physical education and recreation.

**152. Camping Activities. (2) On demand.**  
Study of various camping and outing skills and activities.

**153. Camp Leadership and Program. (3) On demand.**  
A study of camping in an organized setting and of the leadership skills necessary for the implementation of the camp program.

**200. Community Health. (2) On demand.**  
An investigation of various health care facilities available in our community.

**201. Community Recreation. (2) On demand.**  
An investigation of various recreation facilities available in the community.

**210. Fitness for Life. (2) (On demand)**  
A study of basic principles of physical conditioning, weight control, relaxation, and stress management. Students will have the opportunity to devise and implement a personalized fitness/weight control program tailored to individual needs and levels of fitness.

**302. Organization and Administration of Recreational and Physical Education Programs. (5) On demand.**  
A study of the organization and administration of instructional, intramural, and interscholastic activity programs. Special emphasis on the selection, purchase, and care of safe equipment and facilities.

**305. Psychology of Coaching. (5)**  
An investigation of the techniques of coaching, with special attention given to personalities and motivations.

**306. Techniques of Sports Officiating. (3)**

Techniques of officiating athletic events; knowledge of the rules of selected sports.

**307. Movement Exploration. (2)**

A study of the perceptual-motor development of the young child. A variety of activities to enhance this development included.

**310. Skills for Teaching and Coaching Interscholastic Athletics. (5)**

Analysis of teaching skills and techniques of the different interscholastic sports in high schools.

**313. Recreation Leadership. (5) On demand.**

A study of the leadership skills necessary to implement recreation programs and to conduct various recreational functions.

**320. Methods in Health and Physical Education in the Elementary School. (5) On demand.**

A study of the objectives, materials, activities, and curricula appropriate for elementary school physical education and health. Supervised observation and practical experiences in the elementary schools.

**321. Methods in Health and Physical Educational in the Secondary School. (5) On demand.**

A study of the objectives, materials, activities, and curricula appropriate for secondary school physical education and health. Supervised observation in the secondary schools.

**330. First Aid, Safety, and Athletic Training. (5) On demand.**

Examination of techniques of accident prevention and treatment of minor injuries. Practical experience with prevention and treatment of athletic injuries; certification in cardio-pulmonary resuscitation.

**331. Health Education. (5)**

A study of basic issues and principles in health.

**340. Adapted Physical Education. (5) On demand.**

Identification of common handicapping conditions. Study and practical application of procedures, organization, materials, and activities for corrective work with individuals in the classroom setting.

**350. Tests and Measurements in Physical Education. (5) On demand.**

Selection, administration, and interpretation of physical measurements and tests. Principles of written and skill test construction are emphasized.

**351. Sports Statistics. (2) On demand.**

The study of keeping statistical charts and various scorebooks for athletic events.

**390. Seminar and Lab Practice in Physical Education or Recreation. (1-5) On demand.**

Leadership experience under staff supervision; problems seminar.

**400. Field Placement in Recreational Management. (5-15) On demand.**

Directed observation and participation in recreational management and supervisory situations.

*Prerequisites:* senior standing, recommendation by the Department Head in Health and Physical Education.

## Physical Education Activities

The following students are not required to register for Physical Education Skills courses:

- A. Veterans who present to the office of the Registrar official evidence of having completed the basic training program in some branch of the Armed Forces. One activity course of physical education will be waived for each two months served, up to three activity courses. A corresponding reduction will be made in the total number of hours required for the degree.
- B. Transfer students who have satisfactorily completed requirements for a Junior College degree or who have satisfactorily completed the equivalent of 3 quarter hours of physical education.
- C. Students who are 30 years of age or older.
- D. Married women with children.

Physical education activities may be repeated if a student has completed his general education requirements.

### **101. Angling. (1) Coed.**

Introduction to basic techniques of bait casting, spinning, and fishing.

### **102. Beginning Archery. (1) Coed.**

Basic competencies in archery techniques and safety with experiences in target shooting.

### **103. Badminton. (1) Coed.**

Introduction to the skills, strategies, and rules of badminton.

### **104. Basketball. (1) Coed.**

Basic competencies in the techniques, strategies, and rules of basketball.

### **105. Jogging. (1) Coed.**

Participation in progressive running programs designed to increase cardiovascular endurance.

### **106. Folk and Square Dance. (1) Coed.**

Experiences in the techniques of various forms of folk and square dancing.

### **107. Bowling. (1) Coed.**

Introduction to the basic skills and rules of bowling. Course conducted at local bowling lanes.

### **108. Physical Conditioning. (1) Coed and Men.**

Basic assessment, maintenance, and improvement of over-all physical fitness.

### **109. Beginning Golf. (1) Coed.**

Introduction to the basic skills, strategies, and rules of golf. Field trips to city golf courses.

**111. Softball. (1) Coed.**

Basic competencies and knowledge of rules and strategies of slow-pitch softball.

**112. Beginning Tennis. (1) Coed.**

Introduction to the basic skills, strategies, and rules of tennis.

**114. Volleyball. (1) Coed.**

Basic competencies in the techniques, strategies, and rules of volleyball.

**115. Basic Tumbling. (1) Coed.**

Introduction to the basic skills and safety requirements of elementary tumbling stunts and routines.

**116. Trimnastics. (1) Women.**

Introduction to diet and weight control techniques as well as assessment and maintenance of personal fitness.

**120. Karate. (1) Coed.**

Basic competencies and skills in karate techniques.

**157. Beginning Water Skiing. (1) Coed.**

Extensive on-the-water experiences introduce students to the basic techniques and safety considerations of water skiing.

**158. Backpacking. (1) Coed.**

Introduction to basic equipment, safety, and techniques of trail camping. Extensive field trips to state and national trails.

**159. Sailing. (1) Coed.**

Basic sailing competencies and understanding with experiences in fundamental racing strategy. Field trips to lake facilities.

**160. Snow Skiing. (1) Coed.**

Introduction to basic techniques, safety, and equipment of snow skiing. Field trips to area ski facilities.

**161. Rhythmic Aerobics. (1) Coed.**

A conditioning course in which exercise is done to musical accompaniment for the purpose of developing cardiovascular efficiency, strength, and flexibility.

**162. Hiking, Orienteering, and Camping. (1) Coed.**

Introduction to basic techniques of tent camping, map, and compass work. Field trips to nearby campgrounds and forest lands.

**163. Intermediate Water Skiing. (1) Coed.**

Extensive on-the-water experiences provide the opportunity for students to increase their skill level and enjoyment of the sport of water skiing.



# History

A history major will take 101-102 or 111-112 from the General Requirements of the College. Those intending to teach must take History 101-102. The following are highly desirable electives, especially for those intending to seek teacher certification: Political Science 101, Sociology 146, Computer Science 151, 161, and Economics 149.

The History Major consists of 50 hours of course work at the 300 level or above. The Department requires that two courses be selected in American History from His 307, 308, 310 and that two courses be completed in European History from His 372, 374, 375. Additionally all majors must successfully complete History 490, Senior History Seminar, and five elective courses at the 300 level.

The approved program of teacher certification in History consists of History 101 and 102, completion of the major, History 360, Social Science Methods, and the professional education sequence. These students are strongly encouraged to take History 111 and 112 at the survey level as well as History 315, Georgia History. Teacher certification requirements also require that at least one 300 level course be completed in two of the following disciplines: Political Science, Economics, Sociology.

Upper level courses in History, those numbered 300 or above (with the exception of His 490) are available to all students who have successfully completed five hours from the History offerings in the General Requirements.

A pre-law focus is available for the history major. The program is tailored to the individual's needs and aspirations with emphasis on development of research skills, logical argument and abstract thinking.

**101. World Civilization: I. (5) Fall, Winter.**

A survey course on the development of world civilization up to 1660.

**102. World Civilization: II. (5) Winter, Spring.**

A survey course on the development of world civilization from 1660 to the present.

**111. History of the United States to 1865. (5) Fall, Winter.**

Emphasis on the Colonial, Revolutionary, early national, and Civil War periods.

**112. History of the United States, 1865 to the Present. (5) Winter, Spring.**

Emphasis on Reconstruction, liberal nationalism, New Deal, and postwar periods.

**201. Ideas That Changed the World. (2)**

A study of contributions of eight world figures whose lives changed their society and ours.

**205. Men and Movements That Shaped American History 1607-1860. (3)**

A biographical study of American History 1607-1860.

**206. Men and Movements That Shaped American History Since 1861. (2)**

A biographical study of American History since the Civil War.

**209. A Survey of Major Developments in the U. S. Constitution 1787-1860. (2)**

An introductory survey which focuses on major developments in the history of the Constitution.

**210. A Survey of Major Developments in the U. S. Constitution Since 1861. (3)**

An introductory survey which focuses on major historical developments of the Constitution since 1861.

**306. History of the South. (5) Spring, 1985.**

Emphasis on the antebellum, Civil War, Reconstruction, and New South periods.

**307. Social and Intellectual History of the United States. (5) Spring, 1988.**

A review of ideas and patterns of thought, the role of social, ethnic, and racial groups, and the major institutions of American society.

**308. American Diplomatic History. (5) Winter, 1988.**

Emphasis on the procedure for developing foreign policy as well as diplomatic history. (See also Political Science 308.)

**310. Constitutional History of the United States to Present. (5) Fall, 1987.**

An analysis of fundamental constitutional development from 1776 to present. (See also Political Science 310.)

**312. Economic History of the United States. (5) Fall, 1987.**

American economic development from colonial times to the present. (See also Economics 312.)

**315. Georgia History. (5) Spring, 1988.**

A study of Georgia History from the pre-colonial period to the present with emphasis on the historical, social, economic and political development of the State. (Students seeking teacher certification are urged to enroll.)

**340. Russia to 1856. Fall, 1987.**

A comprehensive survey of the Russian historical development from the appearance of the Kievan state in the 9th century to the eve of the great reforms.

**341. Russia 1856 to Present. Winter, 1988.**

An examination of the forces which resulted in the collapse of the Russian autocracy as well as the subsequent emergence and development of the Soviet state.

**343. Marxism-Leninism. (5)**

Building upon the historical development of Marxism-Leninism the course explores the major elements of the theory and examines the governments professing to follow this philosophy. (See also Political Science 343.)

**360. Social Science Methods. (5)**

A general survey course in methodology for the prospective secondary teacher. (Required for students seeking teacher certification in history.)

**361. History of England to 1689. (5) Fall, 1986.**

The political, economic, social, and cultural history of England from 55 B.C. to 1689 A.D.

**362. History of England from 1689 to the Present. (5). Winter, 1987.**

The political, economic, social and cultural history of England from 1689 to the present.

**372. Eighteenth Century Europe: 1660-1815. (5) Fall, 1986.**

A comprehensive survey of European History from the reign of Louis XIV through the French Revolution and the Napoleonic era.

**374. Nineteenth Century Europe: 1815-1914. (5) Winter, 1987.**

A comprehensive survey of European History from the reconstruction of the European order in 1815 to the outbreak of World War I.

**375. Twentieth Century Europe: 1914 to Present. (5) Spring, 1987.**

A comprehensive survey of European History from the outbreak of World War I to the present.

**378. European Diplomatic History: 1890 to the Present. (5)**

A detailed examination of European international relations from 1890, the end of the Bismarckian system to the present. (See also PSc 378)

**415. Twentieth Century America. (5)**

An intensive study of the United States during the twentieth century. (On demand)

**490. Senior History Seminar. (5) Spring.**

A study of historiography and research methods and materials.

*Prerequisites:* Senior History Major or permission of the professor and the Chairman of the Department. This course may only be attempted twice.

## Graduate Courses

**506. History of the South. (5) Spring, 1987.**

Emphasis on the Antebellum, Civil War, Reconstruction and New South periods.

**515. Georgia History. (5) Spring, 1988.**

A study of Georgia history from the Pre-colonial period to the present with emphasis on the historical, social, economic and political development of the state.

## Mathematics

A minor in Mathematics consists of the following courses: Mathematics 122, 333, and 314 or 316 plus three additional courses selected from Mathematics 123, 124, 160, 322, 323, 334, 335, 340, 343, 358, 360, and 380. At least three of the six courses must be 300 level courses.

A student must have at least a 2.0 grade point average to declare a major in Mathematics. A major in Mathematics for the student who does NOT plan to complete an approved program of teacher education consists of the following courses: Mathematics 122, 123, 124, 316, 322, 333, 334, 335, 343, 344, plus two additional courses selected from Mathematics 153, 305, 306, 323, 324, 340, 360, 380, and 410. In addition, the following Computer Science courses are required: 151 and 162. Physics 121, 122, 123, and Chemistry 101, 102 are strongly recommended.

A major in Mathematics for the student who plans to complete an approved program of teacher education consists of the following courses: Mathematics 122, 123, 124, 160, 306, 310, 316, 333, 340, and 380 plus one additional course selected from Mathematics 153, 305, 322, 323, 334, 335, 343, 344, 358, and 360. In addition, the following Computer Science courses are required: 151 and 162. The following professional courses are required for Georgia Teacher Certification in Secondary Mathematics (7-12): Education 199, 362, 449, 459, 490S and Psychology 302, 304. A speech course, Spc 105, is required for admission to the teacher education program.

No course with a grade below C may be applied toward a major or minor in Mathematics.

The approved program of teacher education in Mathematics is described on page 97.

### **109. Basic Math. (2) Fall.**

An overview of basic skills in mathematics including ratio and proportion, use of fractions and decimals, conversion of commonly used systems of measurements. Required for nursing majors.

### **110. Fundamentals of Mathematics I. (5) Fall, Winter, Spring.**

A study of basic mathematics, including metric measurement, area, volume, ratio and proportion, per cent, probability, permutations, combinations, and an introduction to descriptive statistics.

### **111. Fundamentals of Mathematics II. (5) Fall, Winter, Spring.**

A study of algebraic and polynomial functions, and an introduction to coordinate geometry.

*Prerequisite:* Mathematics 110 or two units of college preparatory mathematics.

### **122. Analytic Geometry and Calculus I. (5) Fall.**

A study of analytical geometry, limits, continuity, the derivative with application.

*Prerequisite:* Mathematics 111 or three units of college preparatory mathematics.

**123. Analytic Geometry and Calculus II. (5) Winter.**

A study of additional topics in analytical geometry, definite and indefinite integrals, applications of integration.

*Prerequisite:* Mathematics 122.

**124. Analytic Geometry and Calculus III. (5) Spring.**

A study of differentiation of trigonometric logarithmic, and exponential functions, methods of integration, improper integrals, and polar coordinates.

*Prerequisite:* Mathematics 123.

**152. Computer Programming I. (5) (On demand)**

An introduction to computer programming.

*Prerequisite:* Mathematics 122.

**153. Computer Programming II. (5) (On demand)**

A continuation of Mth 152, with a study of problem formulation, computer simulation and solutions of numerical and non-numerical problems.

*Prerequisite:* Mathematics 152.

**160. Plane Trigonometry. (5) Winter, 1987.**

A study of trigonometric function, radian measure, identities, inverse functions, graphs, applications, and logarithmic functions.

*Prerequisite:* Mth 111 or three units of college preparatory mathematics.

**200. Metric Mathematics. (2) (On demand)**

A study of measurement using the metric system.

**201. Business Mathematics. (2) (On demand)**

A study of mathematics applications in business.

**202. Techniques of Problem Solving. (2) (On demand)**

A study of problem-solving methods.

**305. Theory of Numbers. (5) Fall, 1986.**

An introduction to number theory.

*Prerequisite:* Mth 122

**306. College Geometry. (5) Fall, 1986.**

An introduction to non-Euclidean geometry and an extension of the Euclidean system.

*Prerequisite:* Mth 122.

**310. Mathematics in the Secondary School. (5) Winter, 1988.**

A study of contemporary mathematics directly related to secondary education.

*Prerequisites:* Mathematics 122 and 333.

**314. Statistics. (5) Winter.**

A study of problems related to statistical procedures as applied to economics, education, the social sciences, and the life sciences.

*Prerequisite:* Mathematics 111 or 122.

**316. Probability and Statistics. (5) Spring, 1987.**

An introduction to probability and statistical inference.

*Prerequisite:* Mathematics 122.



**322. Analytic Geometry and Calculus IV. (5) Fall.**

A study of indeterminate forms, vectors, solid analytic geometry, infinite series, and applications to physics.

*Prerequisite:* Mathematics 124.

**323. Calculus V. (5) Winter.**

A study of partial derivatives, multiple integrals, and vector analysis. Topics include functions of two or more variables; limits, continuity, and differentiability; directional derivatives and gradients; tangent planes; maxima and minima of functions of two variables; Lagrange multipliers; double and triple integrals with geometric and physical applications; vector fields; line and surface integrals; Green's Theorem.

*Prerequisite:* Mathematics 322.

**324. Differential Equations. (5) Spring.**

A study of first and second order differential equations with applications, numerical methods, and solution in series.

*Prerequisite:* Mathematics 323.

**333. Modern Algebra I. (5)**

An introduction of modern abstract algebra.

*Prerequisite:* Mathematics 122.

**334. Modern Algebra II. (5)**

A continuation of Modern Algebra I.

*Prerequisite:* Mathematics 333.

**335. Linear Algebra. (5)**

An introduction to linear algebra and matrix theory.

*Prerequisite:* Mathematics 333.

**340. History of Mathematics. (5) Spring, 1988.**

An historical development of mathematical concepts.

**343. Analysis I. (5) Fall, 1986.**

An introduction to real analysis.

*Prerequisite:* Mathematics 124.

**344. Analysis II. (5) Winter, 1987.**

A continuation of Analysis I.

*Prerequisite:* Mathematics 343.

**358. Algebra and Geometry for Elementary Teachers. (5) (On demand)**

A study of special topics in algebra and geometry relevant to elementary school mathematics.

*Prerequisite:* Mathematics 111 or 122.

**359. Problem Solving in School Mathematics. (5) Winter, 1988.**

Skills and strategies for solving mathematical problems are developed.

**360. Finite Mathematics. (5) Spring.**

A study of finite mathematics with business applications.

*Prerequisites:* Mathematics 111 or 122.

**370. Discrete Mathematical Structures in Computer Science. (5) (On demand)**

An introduction to the mathematical tools for use in computer science. These include sets, relations and elementary counting techniques, Algebras and algorithms, graphs, monoids, and machines, lattices and Boolean algebra.

*Prerequisites:* Mathematics 123 and Computer Science 151 or 152.

**380. Discrete Mathematics. (5)**

A study of finite difference equations, probability, graphs, combinatorics, relations and functions, set theory, induction, boolean algebra, linear programming, mathematics simulations, and computer programming in BASIC.

*Prerequisite:* Mathematics 122.

**410. Numerical Methods. (5) (On demand)**

An introduction to numerical analysis with computer solutions. Topics include Taylor series, finite difference, calculus, roots of equations, solutions of linear systems or equations and least-squares.

*Prerequisites:* Mathematics 124 and Computer Science 199.

## Graduate Courses

**552G. Mathematical Computing. (5) (On demand)**

Fundamentals of programming in the BASIC language with particular emphasis on classroom mathematical applications and an overview of commercially available software especially suitable for the mathematics classroom. The appropriate use of the computer in the classroom, as well as its proper integration within existing mathematics courses, will be presented.

**580G. Discrete Mathematics for Teachers. (5) (On demand)**

This course is designed to help teachers develop skills in the teaching of problem solving and concept development. Application appropriate to school mathematics will be emphasized.

## Music

A minor in Music consists of six quarter hours of pino (or piano proficiency), Mus 112, 114, 340, 341, plus 10 hours from the following: Mus 150, 151, 152, 153, 301, 345, 346.

**112. Music Survey I.** (5) Fall, Winter.

A survey of music from the Medieval period through the Classic period.

**114. Music Survey II.** (5) Spring.

A survey of music from the Romantic period through the twentieth century.

**150. Chorus.** (1) Fall, Winter, Spring.

A performance organization designed to give training in choral performance. May be repeated for credit.

**151. Applied Piano I.** (1) Fall, Winter, Spring.

Introduction to the principles of piano playing. May be repeated for credit.

**152. Applied Voice.** (1) Fall, Winter, Spring.

Individual instruction in voice. May be repeated for credit.

**153. Applied Organ I.** (1) Fall, Winter, Spring.

Introduction to the principles of organ playing. May be repeated for credit.

**154. Applied Band.** (1)

A performance organization designed for students with previous band experience.

**200. Applied Diction.** (2) Fall, Winter, Spring.

Exercises for the proper production of speech sounds for speakers, actors, and singers. May be repeated for credit.

**301. Applied Piano II.** (1) Fall, Winter, Spring.

Continuation of Mus 151. Materials selected for individual needs. May be repeated for credit.

**338. Church Music.** (5)

A study of the history and types of Church Music and its use in the Church.

**340. Music Theory I.** (5)

A study of the basic concepts of music theory, including notation, intervals, scales, basic sight-singing and ear training.

**341. Music Theory II.** (5)

A continuing study of the elements presented in Mus 340.

**345. Musical Theatre I.** (5)

A study of the history of musical theatre.

**346. Musical Theatre II.** (5)

A study of the basic techniques of musical theatre emphasizing stage movement and singing and acting styles.

# Nursing

The purpose of the LaGrange College Associate Degree program is to prepare individuals in a collegiate program for careers in nursing. The graduate nurse is prepared to function on a beginning level in a structured health care setting as a provider and manager of patient care, patient teacher, communicator, and member within the profession of nursing. The graduate is eligible to become licensed as a registered nurse upon successful completion of the National Council Licensing Examination (NCLEX-RN). Completion of the Associate of Arts degree provides a foundation for further studies leading to a higher degree in nursing or other areas.

## Progression Requirements:

\*1. Nursing courses are in sequence and a grade of C or higher must be made in each nursing course in order to successfully complete the course and continue the sequence (a C is defined as 75-79).

\*2. A student who wishes to repeat a nursing course must first complete an audit of the preceding nursing course. For successful completion of audit, the student must adhere to the regular classroom attendance policies.

\*3. A student who fails to make a C or higher more than once in the sequence of nursing courses will not be allowed to continue in the nursing program.

4. A grade of C or higher must be made in each required biological science course. A student who receives two final course grades of D or F in any required biological science will not be permitted to continue in the nursing program.

5. A grade of C or higher must be earned in English 101 and English 102 in order to progress in the nursing program.

6. A student must successfully complete each biological science course by the prescribed quarter in order to continue in the nursing sequence.

7. All general college non-nursing courses must be successfully completed prior to the final quarter of the nursing program.

8. In order to progress to the sophomore level, a nursing student must have a 2.0 cumulative grade point average.

\*1, 2, and 3 under progression requirements also apply to a student who receives a U (withdrawn failing) in a nursing course.

## Graduation Requirements:

1. All curriculum requirements must be successfully completed.
2. An exit exam which covers each of the five clinical areas (Medical,

Surgical, Psychiatric, Pediatric, and Maternity Nursing) will be administered to sophomore students at the beginning of Spring Quarter. Each student is required to achieve a passing score in each of the five areas. Required passing scores are specified each year by the nursing faculty. If all areas of the exit exam are not passed, the student must attend scheduled review classes and re-take the previously failed area exams. A student not passing the exit exams the second time will not be graduated at that time and must complete additional nursing studies specified by the nursing faculty. After completing the specified nursing studies, the student will be required to retake and pass the exit exams before being allowed to graduate.

3. An overall quality point average of 2.0 is required for graduation.

Curriculum:

The seven quarter curriculum consists of 68 hours of nursing and 52 hours of general college courses. The nursing program is offered on a sequential basis beginning each fall quarter and progressing from the simple to the more complex aspects of nursing. A sample course progression is as follows:

FRESHMAN

Fall	Winter	Spring
Mathematics 109 . . 2	Nursing 111 . . . . . 6	Nursing 112 . . . . . 8
Nursing 110 . . . . . 6	Biology 149 . . . . . 5	Biology 320 . . . . . 5
Biology 148 . . . . . 5	Psychology 302 . . . 5	English 101 . . . . . 5
Psychology 149 . . . 5		
18	16	18
Summer	Summer	
1st Session (5 weeks)	2nd Session (5 weeks)	
Elective . . . . . 5	English 102 . . . . . 5	
Sociology 146 . . . . 5	Elective . . . . . 5	
10	10	



**SOPHOMORE**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Nursing 214 . . . . . 16	Nursing 215 . . . . . 16	Nursing 216 . . . . . 14
		Nursing 217 . . . . . 2
<hr/> 16	<hr/> 16	<hr/> 16
		Total hours: 120
		Nursing: 68
		Non-Nursing: 52

**110. Introduction to Nursing/Care of the Elderly. (2 hrs. lec., 4 hrs. lab per week) (6)**  
Fall.

A course which includes basic concepts and skills necessary in providing patient care. Emphasis upon basic nutrition, the aging process, and introduction to communication skills and mental health concepts. Clinical emphasis upon the care of the aged.

*Corequisites:* Biology 148; Nursing 109.

**111. Introduction to Medical-Surgical Nursing Care of the Adult. (2 hrs. lec., 4 hrs. lab per week) (6)** Winter.

A course providing more advanced nursing concepts and skills. Emphasis upon basic pharmacology and the nursing process. Clinical focus upon the care of the less complex medical surgical patient.

*Prerequisite:* Nursing 110. *Corequisite:* Biology 149.

**112. Care of the Mother and Newborn. (5 hrs. lec., 3 hrs. lab per week) (8)** Spring.

A course designed to correlate theoretical knowledge of the maternity cycle and growth and development during the newborn period with clinical experiences in the care of these patients. Course content includes comprehensive care of the family during the reproductive years and of the newborn. Emphasis upon concepts, skills, and unique behavior patterns necessary to provide individualized nursing care of maternity and infant patients as well as the nurse's role as a health teacher.

*Prerequisite:* Nursing 111. *Corequisite:* Biology 320.

**214. Care of the Adult and Child I. (10 hrs. lec., 6 hrs. lab per week) (16)** Fall.

A sequence of instructional courses with planned clinical experiences in meeting the medical, surgical, and psychological needs of adults and children. Concepts of pharmacology, nutrition, patient education, growth and development and psychomotor skills are integrated throughout.

*Prerequisites:* Nursing 112, Biology 320.

**215. Care of the Adult and Child II. (10 hrs. lec., 6 hrs. lab per week) (16)** Winter.

A continuation of Nursing 214. Increasing knowledge and skills required for the care of the hospitalized patient. Clinical emphasis is directed toward care of patients of all ages with multi-system medical-surgical and/or psychosocial problems.

*Prerequisite:* Nursing 214.

**216. Care of the Adult and Child III. (7 hrs. lec., 7 hrs. lab per week) (14) Spring.**

A continuation of the study and care of hospitalized children and adults with multi-system problems. Emphasis upon self-direction, management of the care of groups of patients, and transition to the graduate nurse role.

*Prerequisite:* Nursing 215.

**217. Nursing Seminar. (2) Spring.**

A study of issues and trends in nursing practice, with emphasis on the legal, ethical, and professional responsibilities of a registered nurse.

*Prerequisite:* Nursing 215. *Corequisite:* Nursing 216.

## Philosophy

No major program is offered in philosophy. Please see the section on Religion.

**149. Introduction to Philosophy. (5) Fall.**

A survey of the major fields of thought involving those principles which are basic in the making of man's culture and history.

**301. History of Philosophy I. (5) Fall, 1987.**

A historical survey of Greek, Roman, and Medieval philosophy.

**302. History of Philosophy II. (5) Winter, 1988.**

A historical survey of the philosophies of the Renaissance, the Enlightenment, and modern times.

**303. History of Philosophy III. (5) (On demand)**

A study of some contemporary movements in philosophy.

**366. Philosophy of Religion. (5) Spring, 1988.**

An investigation of the persistent problems of mankind in philosophy and religion.

# Physics

A minor in Physics consists of: Physics 121, 122, 123 and three other courses selected from: 311, 331, 332, and 341. Physics is also offered in support of other majors. See General Science and Chemistry, for example.

**101. Introductory Physics I. (5) (4 hrs. lec., 3 hrs. lab per week)**

An introduction to elementary kinematics, dynamics, and mechanics of fluids, energy and momentum techniques.

**102. Introductory Physics II. (5) (4 hrs. lec., 3 hrs. lab per week)**

An introduction to electric charge, Coulomb's Law, electric and magnetic fields, and thermodynamics. Lab introduces the student to electronics.

**103. Introductory Physics III. (5) (4 hrs. lec., 3 hrs. lab per week)**

An introduction to geometric optics and modern physics — relativity, quantum mechanics, and elementary particles.

**121. General Physics I. (5) (4 hrs. lec., 3 hrs. lab per week)**

A calculus-based introduction to particle dynamics, energy and momentum conservation, and rotational dynamics.

**122. General Physics II. (5) (4 hrs. lec., 3 hrs. lab per week)**

A continuation of Physics 121 covering electricity and magnetism, heat and thermodynamics, and simple circuits. Lab introduces the student to modern electronics.

*Prerequisite:* Physics 121.

**123. General Physics III. (5) (4 hrs. lec., 3 hrs. lab per week)**

An introduction to optics and modern physics including relativity, quantum mechanics and particle physics.

**311. Special Relativity. (5) (5 hrs. lec. per week)**

An introduction to special relativity which covers the concepts of four-vectors, Lorentz Transformations and relativistic dynamics.

**331. Mechanics. (5) (5 hrs. lec. per week)**

A study of elementary classical mechanics and dynamics including an introduction to LaGrangian and Hamiltonian techniques.

*Prerequisites:* Physics 122 or 102, Math 123.

Physics 341 recommended but not required.

**332. Electromagnetism. (5) (5 hrs. lec. per week)**

An introduction to intermediate concepts of electricity and magnetism, including radiation, using vector calculus techniques.

*Prerequisite:* Physics 331.

**341. Mathematical Methods in Physics. (5) (5 hrs. lec. per week)**

A study of mathematical techniques which are useful in applied mathematics and the physical sciences. The course covers a variety of topics including vector calculus, Fourier series, elementary differential equations, and matrix algebra.

*Prerequisite:* Math 123.

**451-2-3. Special Topics in Physics. (5) (5 hrs. lec. per week)**

These courses cover material of special interest to Mathematics and science majors which is outside the scope of the courses listed above. Topics include more advanced treatment of mechanics and electrodynamics, applied physics, and recent developments.

## Political Science

A political science major will take 101 from the General Requirements of the College. Because of the interdepartmental nature of the program, majors are encouraged to also select and complete Economics 149, Computer Science 151 and 161, Sociology 146, and a history survey from the general requirements. The major consists of 50 hours in 300-level Political Science courses, the following being required: 300, 301, 304, 310, and 380. The remaining 25 hours are elective from the inter-departmental offerings.

Political Science majors may, with the approval of the department chairman, take the following courses toward satisfying their degree requirements: Cju 301, Cju 302, BuA 351, BuA 352.

(For course descriptions see the entries under the Criminal Justice program and the Department of Business Administration.)

A pre-law focus is available for the political science major. The program is tailored to the individual's needs and aspirations with emphasis on development of research skills, logical argument and abstract thinking.

### **101. United States Government. (5)** Fall, Winter, Spring.

An introductory course on the U.S. political system through an analysis of historical and contemporary issues and events.

### **300. Research in Political Science. (5)**

A seminar on research design, data collection and analysis in the field of political science.

### **301. State and Local Government. (5)**

An analysis of the partners in federalism with emphasis on Georgia state and local governments, as well as the Georgia Constitution.

### **302. Social Change. (5)**

An examination of the processes determining social change. (See also Sociology 302.)

### **304. Comparative Politics. (5)**

An examination of the processes and forms of government and politics from a comparative perspective.

### **308. American Diplomatic History. (5)**

An emphasis upon the procedure for developing foreign policy as well as diplomatic history. (See also History 308.)

### **309. Public Administration. (5)**

An introduction to public administration in the United States. (See also Sociology 309.)

### **310. Constitutional History of the United States to the Present. (5)**

An analysis of fundamental constitutional development from 1776 to the present. (See also History 310.)



**332. Public Finance. (5)**

Governmental expenditures, revenues and credit; the structures of the federal, state and local tax systems. (See also Economics 332.) (On demand)

**341. Political Theory. (5)**

A survey focusing on the classical political theories of man. (On demand)

**342. Government and Business. (5)**

The interrelationships of government and business in American economic life: relationships of government and business, labor and agriculture. (See also Economics 342.) (On demand)

**343. Marxism-Leninism. (5)**

Building upon the historical development of Marxism-Leninism, the course explores the major elements of the theory and examines the governments professing to follow this philosophy. (See also History 343.)

**378. European Diplomatic History: 1890 to the Present. (5)**

A detailed examination of European international relations from the end of the Bismarckian political system to the present. (See also History 378.)

**380. International Politics. (5)**

A survey of the discipline of international relations focusing on the functions and processes of inter-state relations.

**381. International Law I. (5)**

A study of the law of nations, the nature of its development and use within the community of nations.

**382. International Law II. (5)**

A continuation of PSc 381 with emphasis on the contemporary use and development of law.

**383. International Organization. (5) On demand.**

A survey of the history and development of collective security organizations.

**384. Foreign Policy. (5)**

A survey focusing on the factors integral to the development of a nation's foreign policy and the role that policy plays in the community of nations.

**400. Political Science Internship. (5-15).**

Available to selected students to provide an opportunity to work in a governmental agency or setting.

# Psychology

The goal of this Department is to acquaint the student with fundamentals of behavior and the tools necessary to understand it. Students who seek graduate degrees, as well as those who do not, should receive sufficient education to prepare them for their chosen careers.

A major in Psychology consists of the following courses: 300, 302, 303, 350, 460, 470 plus 30 additional hours approved by the adviser. On approval of the adviser, 15 of these hours may come from outside the Department of Psychology, as follows: Sociology 147, 300, 308; Biology 148. No course with a grade below C may be applied toward a psychology major.

**149. Introduction to Psychology. (5)** Fall, Winter, Spring.

Motivation, learning, perception, atypical behavior.

*Prerequisite to all 300- and 400-level psychology courses.*

**200. Interpersonal Communication. (2)**

Provides opportunities for better self-understanding and effective communication with others. (On demand)

**202. Critical Thinking. (2)**

This course seeks to foster a critical scientific attitude toward the acquisition of information in general and toward anomalous claims in particular. Students will apply the question "What constitutes acceptable logical argument and empirical evidence?" to a number of well-publicized but seldom criticized phenomena. (On demand)

**205. Career Planning and Decision Making for College Students. (2)**

A survey of the career development process, factors that affect career-choice, knowledge of work environments, sex-role socialization and career and decision-making processes. Course is designed for students who are undecided on choice of college major and/or career. (On demand)

**300. Experimental Psychology. (4 hrs. lec., 2 hrs. lab per week) (5)** Winter.

A survey of various types of research design, including the strengths and weaknesses of each. The laboratory includes practice in designing and conducting experiments, as well as analysis and reporting of results.

*Prerequisite: Psychology 303 or consent of instructor.*

**302. Human Growth and Development. (5)** Fall, Winter, Spring.

A study of normal life beginning with conception. Important developmental phenomena are considered in the light of several major developmental theories.

**303. Behavioral Statistics. (5)** Fall.

Introduction to the measurement of behavior and quantitative methods of data analysis. An emphasis on parametric statistics and their application to the behavioral sciences.

**304. Educational Psychology. (5)** Fall, Spring.

Application of psychological principles and research to the teaching/learning process. Major topics include behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation.

**306. Psychology of Adolescence. (5) Spring.**

Problems occurring in transition from childhood to adulthood.

**321. Social Psychology. (5) Fall.**

An investigation of the individual in his relation to society; the forces that play upon him — educational, political, religious, social, and vocational.

**330. History and Systems of Psychology. (5).**

A study of the historical background of psychology, with emphasis upon the major schools of thought. (On demand)

**340. Physiological Psychology. (5)**

A study dealing with the interactions of various structures of the body (primarily the neural and endocrine systems) affecting behavior. (On demand)

**341. Human Sexuality. (5) Spring.**

A research based study of the important issues in human relationships and sexuality.

**345. Behavior Modification. (5)**

Application of learning principles to the modification of human behavior. A critical review of literature in behavior therapy with an emphasis on behavior modification. (On demand)

**350. Abnormal Psychology. (5) Fall, Spring.**

A survey of the causes, characteristics, and current theories and treatments of deviant behavior.

**351. Guidance and Counseling. (5) Winter.**

An introduction to counseling approaches, methods, and assessment techniques. Emphasis is placed on individual counseling.

**357. Psychology of Religion. (5)**

Psychological interpretation of religious experience and growth. (On demand)

**358. Psychology of Aging. (5) Winter.**

Emphasizing the pragmatic application of available knowledge to the problems of the aged.

**370. Cognitive Psychology. (5)**

An information processing analysis of topics in perception, thinking, learning, and memory. (On demand)

**450. Microcomputer Applications in the Behavioral Sciences. (5) Spring.**

A study of the use of microcomputers with special emphasis on specific software programs including data-base management, spread-sheets, word-processing, and statistical packages for the behavioral scientist.

**460. Theories of Personality. (5) Winter.**

A study of the theories of personality, including analytical and learning theories.

**470. Theories of Learning. (5) Spring.**

A study of the various theorists' view of how learning takes place. Attention given to conditioning, as well as higher order human learning.

## Graduate Courses

**504. Advanced Educational Psychology. (5)**

A seminar course with emphasis upon motivation, methods of learning, ability level, behavioral characteristics, individual differences, and other related matters. (On demand)

**560. Theories of Personality. (5)**

A sufficient mastery of ten representative personality theories to evaluate their strengths and weaknesses. (On demand)

**570. Theories of Learning. (5)**

A review of theoretical positions on the nature of the learning process to include both theoretical issues and practical applications. Research required. (On demand)

## Religion

Courses in Religion have a twofold purpose: to afford students the opportunity to study and investigate the role of religion in human existence; and to provide, for those interested, a basis for further study and for selection of positions in church-related vocations. The Department is aware of the increasing demand that pre-theological students be prepared to enter seminary at the graduate level in their studies and at the same time have a broad cultural orientation. In addition, the Department is aware of the need for an interdisciplinary preparation for persons interested in Christian Education. To this end the Department offers a major in Christian Education which may be coordinated with a major in another discipline.

Religion 101 or 102 or 110 is required of all students electing Area III of the General Requirements. However, Religion 103-104 in combination may be substituted for Religion 101. If Rel. 101 or 102 or 110 has been taken, then a student may take Rel. 103 or Rel. 104 to meet additional hours for Area of the General Requirements.

A major in Christian Education consists of the following courses: Religion 150, 320 or 321, 330, 331, 332, 333, 334, 335, 350, 303 or 304 or 305, 313 or 314, and 491. Prerequisite to the above courses is Rel. 101 or Rel. 103/104. In addition, selected courses from other departments may be recommended. Students earning a degree in Christian Education are expected to understand the principles of Christian Education including objectives, teaching methods, and Christian personality development.

A major in Religion consists of the following courses: Rel. 304, 303 or 305, 313, 314, 320, 321, 329, 330, 341, 350, and a minimum of two other five hour courses in the Department. Prerequisite to the above courses is Rel. 101 or Rel. 103/104. In addition, a minimum of 20 hours should be taken in other disciplines as approved by the Department Head and/or Advisor. Students receiving a degree in Religion are expected to have mastered basic historical data pertaining to the Old Testament and New Testament and the Church; to be familiar with basic issues in contemporary Christian thought; to understand the fundamental issues in a mature religion.

**101. Judaic-Christian Heritage.** (5) Fall, Winter, Spring.

A study of the major thought patterns which have emerged from the Judaic-Christian tradition and of their impact on the institutions of Western Society.

**102. Christian Ethics.** (5) Fall, Winter, Spring.

A study of ethical issues from the Christian perspective.

**110. Religious Dimensions of Human Behavior.** (5) Fall.

A study of the religious element in human experience.



**103. Old Testament Survey. (5) Winter.**

A survey of the history and literature of the ancient Hebrew people. Satisfies General requirements for Area III when used with Religion 104. Should be taken before Religion 104.

**104. New Testament Survey. (5) Spring.**

Introduction to the New Testament through an examination of its historical setting and content, and the significant contributions it has made. Satisfies General Requirement for Area III when used with Religion 103.

**150. Introduction to the Archaeology of Palestine. (5) Spring.**

A study of the method and results of archaeological study in Palestine and related areas. (On demand)

**199. Summer Study-Travel Seminar. (5 or 10)**

Section A — Biblical Studies: a study of archaeology, biblical history, biblical literature, and modern Israeli culture, to be conducted in conjunction with a work program on a kibbutz in Israel.  
Section B — Church History: a study of church history, to be combined with a three-week visit to European centers related to that history.

Section C — Missions: participation in the program of an established Mission which will incorporate work on Station and lectures pertaining to the work of that specific area. (On demand)

**300. Introduction to Biblical Hebrew I. (5) (On demand)**

A beginning course designed to teach the fundamentals of Biblical Hebrew.

**301. Introduction to Biblical Hebrew II. (5) (On demand)**

A continuation of Rel 300. Consent of Department required.

**303. Torah (Law) (5) Fall, 1987.**

A detailed study of the first five books of the Old Testament.

**304. Neviim (Prophets). (5) Winter, 1988.**

A detailed study of prophetic movements in Israel and of the individual prophets, their historical background, lives, messages, and contributions to the religious life of Israel.

**305. Ketuvim (Writings). (5) Spring, 1988.**

An examination of Wisdom, Apocalyptic and poetic literature of the Old Testament.

**310. Introduction to Biblical Greek I. (5) Fall, 1986.**

A beginning course designed to teach the fundamentals of Biblical Greek.

**311. Introduction to Biblical Greek II. (5) Winter, 1987.**

A continuation of Rel 310.

**313. Life and Teachings of Jesus. (5) Fall, 1986.**

A study of the message of Jesus within the context of the synoptic gospels and its application to contemporary society.

**314. Apostolic Age. (5) Fall, 1987.**

An examination of the origin and expansion of the early Christian church, with studies in the Epistles and the Acts of the Apostles.

**320. Church History I. (5) Winter, 1988.**

A survey of the history of the Christian Church from the close of the Apostolic Age to the end of the Middle Ages.

**321. Church History II. (5) Spring, 1986.**

A history of the Christian Church from the rise of the Protestant Reformation through the Eighteenth Century.

**323. Methodism. (5) Winter, 1987.**

A survey of the history and thought of Methodism.

**329. Contemporary Christian Thought. (5) Spring, 1987.**

A survey of the development of Christian thought, with particular attention to the nineteenth and twentieth centuries.

**330. Introduction to Christian Education. (5) Fall, 1986.**

An examination of goals, methods, and techniques used in the church-school educational program.

**331. Methods in Christian Education I (Children). (2) Fall, 1986.**

A study and application of methods in Christian Education for children.

**332. Methods of Christian Education II. (2) Winter, 1987.**

A study and application of methods in Christian Education for youth.

**333. Methods of Christian Education III. (2) Winter, 1987.**

A study and application of the methods in Christian Education for adults.

**334. Worship in the Church. (2) Fall, 1987.**

A brief examination of worship in the church as an historical and a contemporary experience.

**335. Curriculum in Christian Education. (2) Winter, 1988.**

A study of the various curricula used in the educational programs of the church.

**339. Seminar in Christian Education. (5)**

A study of issues confronting the worker in Christian Education. (On demand)

**338. Church Music. (5) Fall, 1986.**

A study of the history and types of Church Music and its use in the church.

**341. Introduction to Mission. (5) Spring, 1987.**

A study of philosophy and program of Mission in the Church.

**350. Psychology of Religion. (5) Winter, 1987.**

Psychological interpretation of religious experience and growth.

**351. Sociology of Religion. (5) Winter, 1987.**

A sociological analysis of the interplay between religion and culture.

**491. Internship. (15) Fall, Spring.**

Supervised participation in the local church setting. (On demand)

# Sociology/Social Work

The major is Social Work and is designed to provide the student with a fundamental knowledge of the social, cultural, and psychological forces that interact to shape human behavior; to provide the student with a fundamental knowledge of the role of Social Work in coping with behavioral problems, and to provide the student with the opportunity to apply theoretical knowledge to practical experience.

A concentration in Criminal Justice within the BA Social Work program may be obtained. Students electing this option must satisfy all Social Work requirements plus forty hours in Criminal Justice.

Course Requirements for the Major in Social Work are:

Sociology 146, 147, 153, 300, 301, 490A and 490B	40 hours
Psychology 149, 302, 321, and 350	20 hours
Mathematics 316 or Psychology 303	5 hours
Five additional hours in Sociology or Psychology to be chosen by the student in consultation with the adviser	<u>5 hours</u>
Total Hours	70

For course descriptions in Criminal Justice, see that section.

- 146. Introduction to Sociology.** (5) Fall, Winter, Spring.  
An introduction to the scientific study of the structure and dynamics of human society. A prerequisite to all 300-level sociology courses.
- 147. The Family.** (5) Fall, Winter, Spring.  
An analysis of contemporary marriage and family experiences.
- 148. Introduction to Anthropology.** (5) Fall, Winter  
A general introduction to physical and cultural anthropology.
- 153. Social Problems.** (5) Winter, Spring.  
A study of selected social problems in American society which are related to deviant behavior, value conflict, or social disorganization.
- 300. Introduction to Social Welfare and Social Work.** (5) Fall.  
A history of social welfare policy development and the role of social work in the United States. Emphasis upon casework, group work, and community organization as practiced in social work settings.
- 301. Social Theory.** (5) Fall.  
An analysis of the development, convergence and utilization of sociological theories.
- 302. Social Change.** (5) On demand.  
An examination of the processes determining social change.

**305. Sociology of Religion. (5) Winter, 1987.**

A sociological analysis of the interplay between religion and culture.

**306. Juvenile Delinquency. (5) Winter, 1988.**

An analysis of the nature and causes of juvenile delinquency and an evaluation of treatment or preventive programs in this area of behavior.

**307. Criminology. (5) Spring.**

A study of criminal behavior and its treatment. An overview of treatment of the offender by means of imprisonment, probation, and parole.

**308. Cultural and Social Anthropology. (5) Spring.**

A study of comparative cultures and social structures with special emphasis upon the ethnography of primitive people.

**309. Public Administration. (5) On demand.**

An introduction to public administration in the United States.

**490A. Seminar in Social Work Methods. (5) Winter, Spring.**

Individual and group study of methods of social work practice-casework, group work and community organization. To be taken concurrently with 490B.

**490B. Field Placement in a Social Service Setting. (10) Winter, Spring.**

Directed observation and participation in social service/criminal justice practice. To be taken concurrently with 490A.

# Spanish

A major in Spanish consists of 40 hours beyond courses 101, 102, and 103. All courses beyond 103 will be conducted, insofar as is practicable, in Spanish.

**101. Elementary Spanish. (5)** Fall, Winter, Spring.

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

**102. Elementary Spanish. (5)**

A continuation of Spanish 101. (On demand)

**103. Intermediate Spanish. (5)**

A review of grammar and syntax with practice in reading selected texts. (On demand)

**121. Introduction to Hispanic Civilization. (5)**

A study of the art, literature, history, and anthropology of the Spanish-speaking world. (On demand)

*Prerequisites: Spanish 101, 102, or consent of the instructor. This course, or Spanish 103, or consent of the instructor prerequisite to all 300-level courses.*

**199. Mexican Travel Seminar. (5)**

A travel-study seminar in cooperation with Interact Travel Seminars in Mexico to provide valuable educational experience through close contact with Mexican contemporary life and its ancient civilizations following basic preparation in history and culture. A program centered in Mexico City, Puebla, Cholula, and Taxco with Mexican and U.S. teaching staff. Some knowledge of Spanish desirable. (On demand)

**200. Mexican Studies. (2)**

A course designed to develop inter-cultural understanding through study of the customs, beliefs, art, and historical perspectives of Mexico. No knowledge of Spanish required. (On demand)

**300. Spanish Conversation and Composition. (5)**

A course stressing practice in speaking and writing Spanish. Not open to students fluent in Spanish. (On demand)

**301. Survey of Spanish Literature I. (5)**

A study of major writings from the Middle Ages through the seventeenth century. (On demand)

**302. Survey of Spanish Literature II. (5)**

A study of representative novels, plays, and poetry from the eighteenth century through the present. (On demand)

**303. Survey of Spanish-American Literature. (5)**

A survey of Spanish-American literature from the Colonial Period through the present. (On demand)

**305. Nineteenth-Century Literature. (5)**

A study of selected readings from Spanish fiction, poetry, and drama. (On demand)



**307. Modern Spanish Drama. (5)**

A study of the development of the Spanish drama, with emphasis on the major dramatic works of the present century. (On demand)

**311. Lecturas Explicadas. (5)**

A study of selected materials from various genres reflecting the history and culture of Latin America. (On demand)

**321. Spanish Phonetics. (5)**

A study of Spanish sounds with intensive drills in pronunciation. Not open to students fluent in Spanish. (On demand)

# Speech Communications and Theatre

A major in Speech Communications and Theatre consists of SPC 180, SPC 320, SPC 321, and 40 additional hours, 30 of which must be from Speech Communications and Theatre. The remaining 10 hours may be taken in a collateral area approved by the Departmental Chair.

The Department also offers credit for Summer Theatre Repertory Company, a course providing practical experience in acting, technical theatre, stage management, and other production areas. Productions are performed in repertory at Callaway Gardens.

## **101. Drama Survey I. (5)** Fall, Winter, Spring.

A survey of Western drama from its beginning in Hellenistic Greece to the rise of Realism in the late Nineteenth Century. Selected plays will be read and discussed in terms of their theatrical importance and their interaction with the societies in which they were written.

## **102. Drama Survey II. (5)** Fall, Winter, Spring.

A survey of Western modern drama from the rise of Realism in the late Nineteenth Century. Selected plays will be read and discussed in terms of their theatrical importance and their interaction with the societies in which they were written.

*Drama Survey II may be taken independently of Drama Survey I.*

## **105. Speech Fundamentals. (5)** Fall, Winter, Spring.

A course emphasizing development of organizational and delivery skills through individual speaking exercises in a variety of formats including informative, persuasive, impromptu, special occasion and group discussion.

## **110. Essentials of the Theatre. (5)** Fall, Winter, Spring.

A course designed to introduce the student to the various aspects of the theatre and theatrical production. It is to serve as a survey of the individual components that comprise the theatre.

## **180. Stagecraft. (5)**

A course designed to acquaint the student with the theories and techniques used in the construction of stage scenery and properties, and in stage lighting. The course covers the theory behind the techniques as well as their practical application.

## **284. Materials and Methods in Design for the Theatre. (2)**

A course designed to provide opportunities for exploration and experimentation with materials and methods utilized in theatrical design. (On demand)

## **285. Theatre Practicum. (2)** Fall, Winter, Spring.

A course designed to provide opportunities for participation in various aspects of dramatic production. (May be repeated twice for credit.)

*Prerequisite:* Consent of instructor.

## **286. Makeup for the Stage. (2)**

A study in the theories and application of stage makeup. Topics may include corrective, old age, and character makeup as well as prosthetics. (On demand)

## *Departments and Courses*

### **287. Pattern Drafting. (2)**

A study of the fundamental skills needed to draft patterns for costumes. (On demand)

*Prerequisite:* Consent of instructor.

### **300-301. Summer Theatre Repertory Company. (10)**

*Prerequisite:* Consent of instructor.

### **302-303. Summer Theatre Repertory Company. (10)**

*Prerequisite:* Consent of instructor.

### **310. Fundamentals of Playwrighting. (5)**

A course designed to stimulate critical and creative faculties through the preparation of original material for the theatre. Students will be guided in the completion of writing a one-act play. (On demand)

*Prerequisite:* Consent of instructor.

### **320. Phonetics. (5)**

A study of the International Phonetic Alphabet as a means of analyzing and correcting problems in speech development and as a device to augment listening ability and perception.

### **321. Foundations of Public Speaking. (5)**

A course designed to guide the student in the discovery and use of evidence, reflective thinking, and inductive and deductive reasoning for public speaking situations. Emphasis will be placed on the development of speech writing and delivery skills.

### **322. Persuasion. (5)**

A study of the principles of persuasion, including attention, motivation, and suggestion and of adapting logical, ethical and emotional proofs to an audience. Emphasis will be placed on the development of speech writing and delivery skills. (On demand)

### **324. Discussion and Group Leadership. (5)**

A study of principles and techniques involved in problem-solving discussions. The course will include both theoretical and practical applications in group leadership. (On demand)

### **330. Analysis of Drama. (5)**

A study of the major genres of dramatic literature through the application of various interpretive models. Characteristic works of each genre will be read and discussed. (On demand)

### **331. Oral Interpretation of Literature. (5)**

A course designed to enable the student to communicate his interpretation of a literary work to an audience through the development of his skills of choice, interpretation, preparation, and performance of selections from varied literature. (On demand)

### **341. Theatre History. (5)**

A survey of the development of drama and theatre and their practitioners from prehistory to the modern period. (On demand)

### **343. Drama in the Schools. (5)**

A course designed to provide students in the performing arts, and elementary and secondary education with leadership experience in dramatic activities designated for young audiences. (On demand)

**350. Acting I. (5)**

A course designed to introduce the fundamental techniques and principles of acting through lecture and class exercises.

**351. Acting II. (5)**

A continuation of Speech 350, emphasizing characterization and motivation in portrayal. (On demand)

*Prerequisite:* Consent of instructor.

**370. Fundamentals of Stage Directing. (5)**

A course designed to introduce students to the director's function in interpreting, planning, and staging a play. The course includes theoretical discussion and student productions of brief scenes. (On demand)

**371. Children's Theatre. (5)**

A study in the theories, principles, and techniques in producing dramatizations for children and youth. (On demand)

**372. Creative Dramatics. (5)**

A study of "informal" theatre forms including improvisation, story adaptation, mime, and puppetry. (On demand)

**381. Lighting Design for the Stage. (5)**

A course designed to introduce the student to the art and practice involved in the design of stage lighting. Both aesthetic and practical applications are explored. (On demand)

*Prerequisite:* SPC 180 or consent of instructor.

**382. Scene Design. (5)**

A course designed to introduce the student to the physical and aesthetic necessities of scenic design. The course includes discussion of the art of scenic design as well as practical training in the skills necessary to conceptualize and present the design. (On demand)

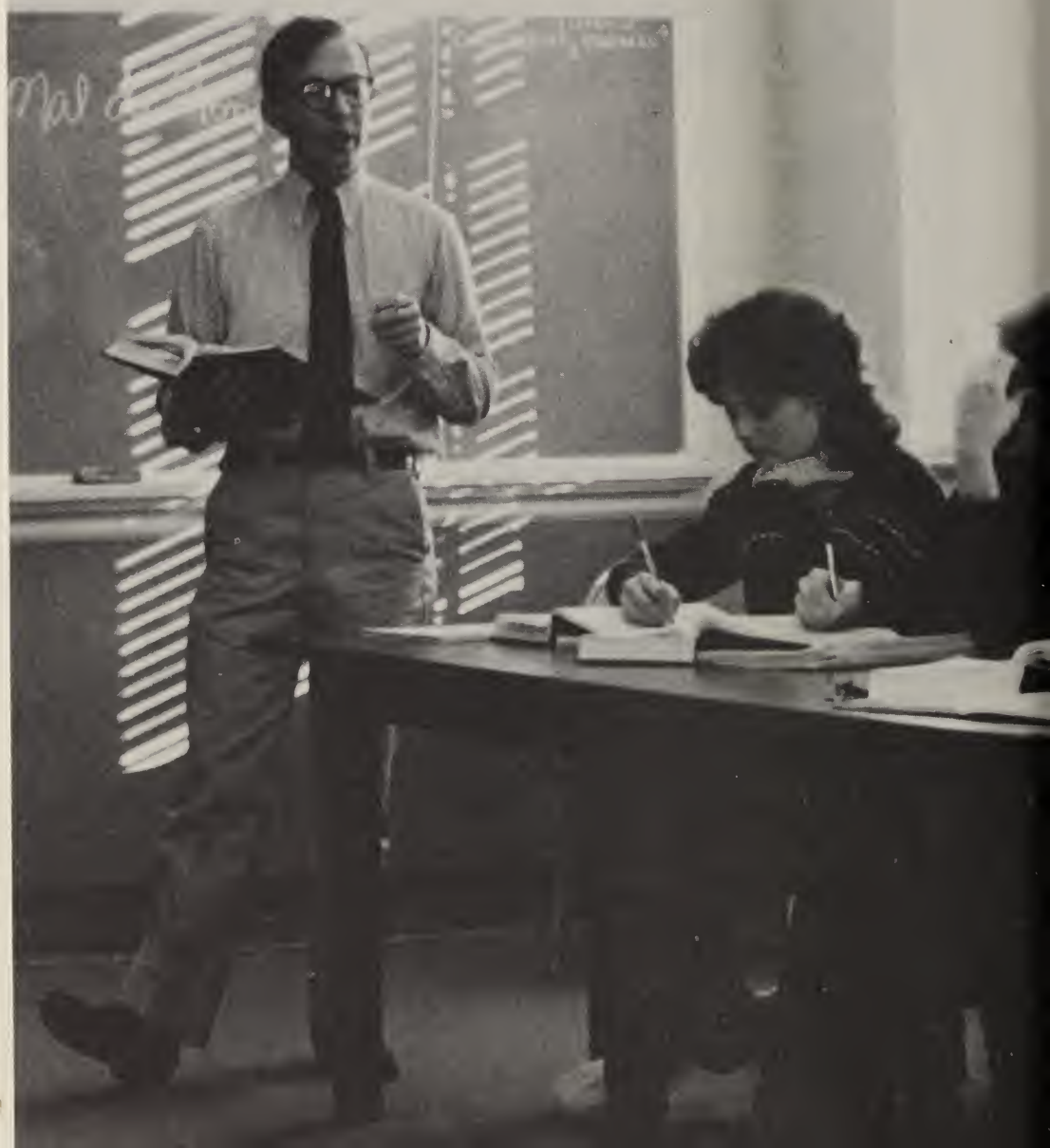
*Prerequisite:* SPC 180 or consent of instructor

**383. Stage Management and Play Production. (5)**

A course designed to provide the student with an introduction to, and basic training in, the areas of stage management and play production. The course includes discussion of management and production theory and practical exercises. (On demand)

**484. Production Design Seminar.**

A course designed to provide students in-depth study of advanced scenic, costume or lighting designs, techniques, and practices. (On demand)





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# Faculty, Trustees and Administration

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## Faculty

### SPRING 1986

Nancy Thomas Alford,

Assistant Professor of Health,  
Physical Education and  
Recreation; Acting Dean of  
Students

B.S., Georgia College at Milledgeville;  
M.S., University of Tennessee (1969)

John W. Anderson,

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B.S., Johnson State College; M.S., Florida  
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A.B., Wake Forest College; M.A., Emory  
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Mary Kathryn Bates,

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B.S., University of Alabama; Ph.D.,  
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B.A., Tulane University; M.A., San Jose  
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Associate Professor of Science  
B.S., M.S., Auburn University (1958)  
On leave, 1985-86

Samuel G. Hornsby, Jr.,  
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Oxford College of Emory University; B.S.  
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B.S., University of Southern Mississippi;  
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## **Emeriti**

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A.B., Meridian College; A.B., M.Com.Ed.,  
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Colorado; Southern Methodist University;  
McBride Business School; Meridian  
Commercial College; Auburn University;  
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Virginia; Y.M.C.A. Graduate School; B.D.,  
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Hospital; Massachusetts Mental Health  
Center; Boston State Hospital; Ph.D.,  
Boston University; Winfield State Hospital  
and Training Center; State University of  
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International University (1971-1977)

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University of North Carolina (1961-1963)



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J. Madison Sullivan, Americus, Georgia . . . . .	1989
*L. Henderson Taylor, Jr., LaGrange, Georgia . . . . .	1986
John T. Turner, Columbus, Georgia . . . . .	1988
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D. Randall Williamson, Avondale Estates, Georgia . . . . .	1988

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### **Student Affairs**

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Carolyn M. Bernard  
Bobby G. Dooley

### **Executive Committee**

B. W. Whorton, Chairman  
Bob H. Berrier  
J. K. Boatwright, Jr.  
Arthur D. Bradfield  
J. Philip Cleaveland  
Edmund C. Glover  
Edwin M. Gore  
Byron H. Mathews, Jr.  
Charles M. Miller  
Lewis R. Morgan  
J. Gardner Newman  
O. F. Nixon, Jr.  
S. Cliff Rainey  
John W. Stewart, Jr.  
L. Henderson Traylor, Jr.  
G. Gil Watson  
Charles D. Hudson, ex officio

### **Long Range Planning**

Philip Cleaveland, Chairman  
Arthur D. Bradfield  
J. K. Boatwright, Jr.  
Lovick Corn  
Bobby G. Dooley  
Gardner Newman  
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Ronald Culpepper  
Kenneth Cooper  
Sam Hornsby  
John Lawrence  
Burton Lowe  
Walter Y. Murphy, ex officio  
Wallace L. Bishop, ex officio  
Frank A. James, ex officio  
Charles D. Hudson, ex officio

## **Administrative Officers and Staff**

### **President's Office**

- President . . . . . Walter Y. Murphy (1980)  
A.B., Emory University; M.Div., Candler School of Theology; LL.D.,  
Bethune-Cookman College; D.D., LaGrange College
- Executive Secretary to the President . . . . . Virginia D. Burgess (1962)  
LaGrange College

### **Chancellor's Office**

- Chancellor . . . . . Waights G. Henry Jr. (1948)  
Emory University; A.B., Birmingham-Southern; M.Div., Yale University;  
graduate study, Yale University; D.D., Birmingham-Southern College
- Secretary to the Chancellor . . . . . Jacqueline L. Jones (1981)  
A.B., LaGrange College

### **Dean of the College's Office**

- Dean of the College . . . . . Frank Anthony James (1982)  
B.S., M.Ed., Ph.D., University of Georgia
- Secretary to the Dean of the College . . . . . Willette B. Phillips (1968)  
LaGrange College
- Registrar and Coordinator of  
Institutional Research . . . . . Jimmy G. Herring (1974)  
B.A., LaGrange College
- Office Assistant . . . . . Melissa McDonald (1983)  
A.A., Southern Union
- Office Assistant . . . . . Teresa Ramsey (1982)  
Western Carolina University, LaGrange College
- Receptionist . . . . . Essie M. Cleaveland (1977)
- Secretary to Nursing Division . . . . . M. Carolyn Russell (1980)  
LaGrange College
- Curator, Art Department . . . . . G. Leslie Celis (1982)  
A.A., Marjorie Webster, Jr., College; B.A., LaGrange College
- Computer Systems Manager . . . . . Steven L. Dudley  
B.A., LaGrange College

**Student Development Office**

- Acting Dean of Students . . . . . Nancy Thomas Alford (1969)  
B.S., Georgia College at Milledgeville; M.S., University of Tennessee
- Director of Testing . . . . . James J. Nabors (1980)  
B.A., Duke University; M.Div., Vanderbilt University; M.S., Ph.D.,  
University of Kansas
- Secretary, Student Development Office . . . . . Jeanette McLeroy (1982)
- College Nurse . . . . . Margaret B. Funderburk (1970)  
R.N., Emory University; University of Georgia; A.B., LaGrange College
- Residence Hall Director . . . . . Evelyn Brannon (1984)
- Residence Counselor . . . . . Bernice Hammett (1985)
- Residence Hall Director . . . . . Effie Rasnick (1984)
- Residence Hall Director . . . . . Glenda Turner (1984)
- Campus Traffic Control . . . . . Wylene Herndon (1979)

**Enrollment Planning and Management**

- Director . . . . . John T. Helton (1978)  
B.M., Samford University
- Admissions Counselor . . . . . Kay S. Camacho (1985)  
A.B., LaGrange College
- Admissions Counselor . . . . . Randolph D. Underwood (1985)  
A.B., LaGrange College
- Admissions Counselor . . . . . Andrew L. Stone (1985)  
A.B., LaGrange College
- Admissions Office Manager . . . . . Millicent T. Griffith (1977)  
B.S., Georgia College; M.Ed., LaGrange College
- Admissions Office Secretary . . . . . Kirby H. McCartney (1983)

**Business Office**

- Business Manager and Controller . . . . . Wallace L. Bishop (1982)  
B.S., Pennsylvania State University
- Accounting Manager . . . . . Suellen S. Mason (1985)  
B.S., Shorter College
- Computer Services . . . . . Anita Laney (1976)



Student Accounts . . . . .	Sandra Dennis (1976)
Postal Services . . . . .	Austin P. Cook III (1981)
B.A., LaGrange College	
Director of Student Financial Aid . . . . .	Kaye G. Storey (1986)
B.A., Georgia Southwestern, M.Ed., Auburn University	
Student Financial Aid Assistant . . . . .	Patricia H. Roberts (1978)
St. Petersburg Jr. College	
Manager of Book Store . . . . .	Steven L. Rowell (1982)
B.M.E., M.S., Troy State University, West Georgia College, University of Georgia	

## **Institutional Relations Office**

Director . . . . .	Julia T. Dyar (1978)
A.B., LaGrange College	
Secretary to the Director . . . . .	Clara Mae W. Towns (1962)
West Georgia College; B.S., Georgia College at Milledgeville	

## **Alumni Activities Office**

Director . . . . .	Carolyn Drinkard Burgess (1960)
LaGrange College	
Secretary to Director of Alumni Office . . . . .	Betty Jo Alger (1968)
Secretary, Alumni & Senior Placement Office . . . . .	Susan A. Hancock (1975)
B.S., Berry College	

## **Library Personnel**

Acquisitions Assistant . . . . .	Irma R. Davis (1976)
Montreat College	
Circulation Assistant . . . . .	Sylvia A. Smith (1985)
A.B., LaGrange College	
Periodicals Assistant . . . . .	Margaret Birdsong Daniel (1977)
University of Georgia	

## **Maintenance**

Campus Engineer . . . . .	Kermit R. Fowler (1951)
Maintenance Supervisor . . . . .	Modie M. Woodyard (1964)
Maintenance Assistant . . . . .	W. Richard Jordan (1981)
Maintenance Assistant . . . . .	James T. Criswell (1976)

# Degrees Awarded

## June 7, 1986

### Associate of Arts Degrees

Robert Travis Aiken, II  
Edith Helene Arnst  
Paige Deanne Batv  
Connie Reneé Hawk Bledsoe  
Melisa Jan Bond  
Dorothy Jane Boykin  
Susan Mary Canavan  
Lynn Stewart Cawthorne  
Douglas LaFrance Coleman  
Susan Nichols Edmondson  
Latanja Gordon  
Cynthia Eaton Griffin  
Carolyn Jean Harris  
Robin Lee Howard

Kvoko Ito  
Yoshiko Kawaguchi  
Bonita Octavia Jackson Magby  
Kathryn Landers McLain  
Karen Marie Money  
J. D. Rasnick  
Paula Ann Sartain  
Sandra Lynn Slocumb  
Sachiko Uchiyama  
Sharon Jean Vaughn  
Elizabeth Mallory Woodyard  
Alison Jane Wyke  
Stephanie M. Zobay

### Bachelor of Arts Degrees

Lisa Gail Adams  
Danna R. Adcock  
Robert Travis Aiken, II  
Elizabeth Dawn Akins  
Perrin John Alford  
JoAnne Williams Alise  
Paul A. Armstrong  
Paul Austyn Bailey  
Roy Tiller Bain  
Laurie Elise Baker  
Melissa Ann Ballew  
Pamela Fortenberry Barnes  
Jeffrey Camp Blankenship  
Charles R. Boyette, Jr.  
Lauri Leigh Bradford  
Robin Phyllis Brumby  
John Grover Bunn  
Cynthia Joy Burling  
Myra Anne Carter  
John Huntley Cary  
Willie Bell Cato

Il-Poong Chi  
Gary Paul Cindrick  
Paul Crane Cliff  
Laura Virginia Cook  
James Arch Cowart, Jr.  
James Cecil Davis, II  
Beatriz Anne de Boné  
Suzanne Michelle de Boné  
Phillip Lee Dodson  
Robert Dothard  
Melanie Ann Faith  
Michael Thorp Fay  
Cynthia Ann Brown Fowler  
Marcia Lynn Franklin  
Otis Furgerson  
Elizabeth Ann Magouirk Gaddy  
Linda Susan George  
Kelley Elizabeth Gill  
Margaret Elizabeth Gray  
Janet Lynne Greene  
Della Marie Hadley

William F. Hague  
John Blake Harper  
Joshua Wren Harris, III  
Judy Walker Harris  
Rosalee Harris  
Sheila Elizabeth Hatcher  
Jennifer Angela Hayes  
Walter Alexander Hearn  
Tracie Denise Henson  
Alfreda Houston  
Linda T. Hubbard  
William Edward Hubbard, Jr.  
Julie Ann Hulsey  
Takeo Inoue  
Betty Jean Ellison Johnson  
Carol Hamilton Johnson  
Sandra Lee Johnson  
Bejamin Stephen Juhan  
Mary Katherine Keith  
Beecher Edward Lawson, III  
Valerie Ann Lee  
Joyce Ford Longshore  
James Christopher Lumpkin  
Thomas McSwain Mahon, Jr.  
Xavier Leron Mann  
Cary Dwyer McCallum  
Martin David Merritt  
Daryl G. Moler  
Frederick Jackson Moore  
Thomas A. Morris  
Timothy Glenn Morrow  
Julia Marie Murray  
Angela Gay Parmer  
Ann Elizabeth Phillips  
Jimmy Wayne Pilkington  
Jane Adele Poplis  
Becky McKeen Purcell  
Susan Marie Rainwater  
Patricia Ramsey  
Teresa Stephens Ramsey  
J. D. Rasnick  
Rickey Kyle Riley

Sarita Kay Roberts  
Laura Jean Rosser  
Alan Keith Rushforth  
Wanda Jean Scott  
Susan Melissa Sessions  
Kathy Lynn Sharpton  
Stephanie E. Shattuck  
David Dean Shealy  
Dale Rogers Sheppard  
Gloria Crowley Simpson  
Thomas Keith Simpson  
Jason Slaughter  
Pamela Louise Smisson  
Amy Kathryne Smith  
Bryan Thomas Smith  
Shirley Lynn Smith  
Vivian Smith  
Nerissa Lynn Strain  
Billy Edward Tankersley  
Takeshi Tashima  
Carol Jean Thompson  
Joyce Evone Thompson  
Steven Robert Tinnemeier  
Gretchen Turner  
Cheryl Renita Underwood  
Sherry Hodges Wall  
Regina Gail Ward  
Robert L. Whitaker  
Bryan Howard White  
Frederick Alonzo White  
Juana Lynn Whitley  
Shernell Wilkerson  
Tracie Lee Wilkerson  
Beverly Anne Wilson  
René Howard Wolfe  
Brian Howard Wright  
Christopher Alan Wright  
Gerri Renée Wright  
Margaretta Howard Wright  
Dewey Glenn Yates, Jr.  
Loren Darlington Young, Jr.

## **Bachelor of Business Administration Degrees**

Robin Kay Allen  
Rodney Madison Brown  
Sally Jo Johnson  
Jane M. Lewis  
John Timothy Williamson

## **Bachelor of Science Degrees**

Helen E. Abbott  
Carol Gordon Bailey  
Bobby Glenn Dooley  
Timothy Edward Ferguson  
David Dean Shealy  
Raymond H. Smith, Jr.  
Stephanie Diana Walker  
Melanie Georgette Williams

## **Master of Business Administration Degrees**

Joan Elizabeth Channault  
Claude Walker Johnson  
Jane Jones  
Mark A. McFetridge  
Marion Caldwell Nivens  
Elizabeth Rowe Spencer

## **Master of Education Degrees**

Cynthia M. Askew  
Virginia James Berry  
Susan Cook Carmical  
Steven Crawford Cole  
Sharon Daves Cousins  
Susan Lynn Fitzgerald  
Rozane King Green  
Carla Jean Crocker Hale  
Miriam Willingham Lukken  
Judith Catherine Mehaffey  
Cynthia Wiley Underwood  
Anel Rosette Woodward

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